

*Report of the
Regional Seminars*

on the

**Orientation of
Elementary Schools
Towards the Basic Pattern**



सत्यमेव जयते

MINISTRY OF EDUCATION • GOVERNMENT OF INDIA

1960



E.D. 264
1,500

E.R.T. W.B. LIBRARY

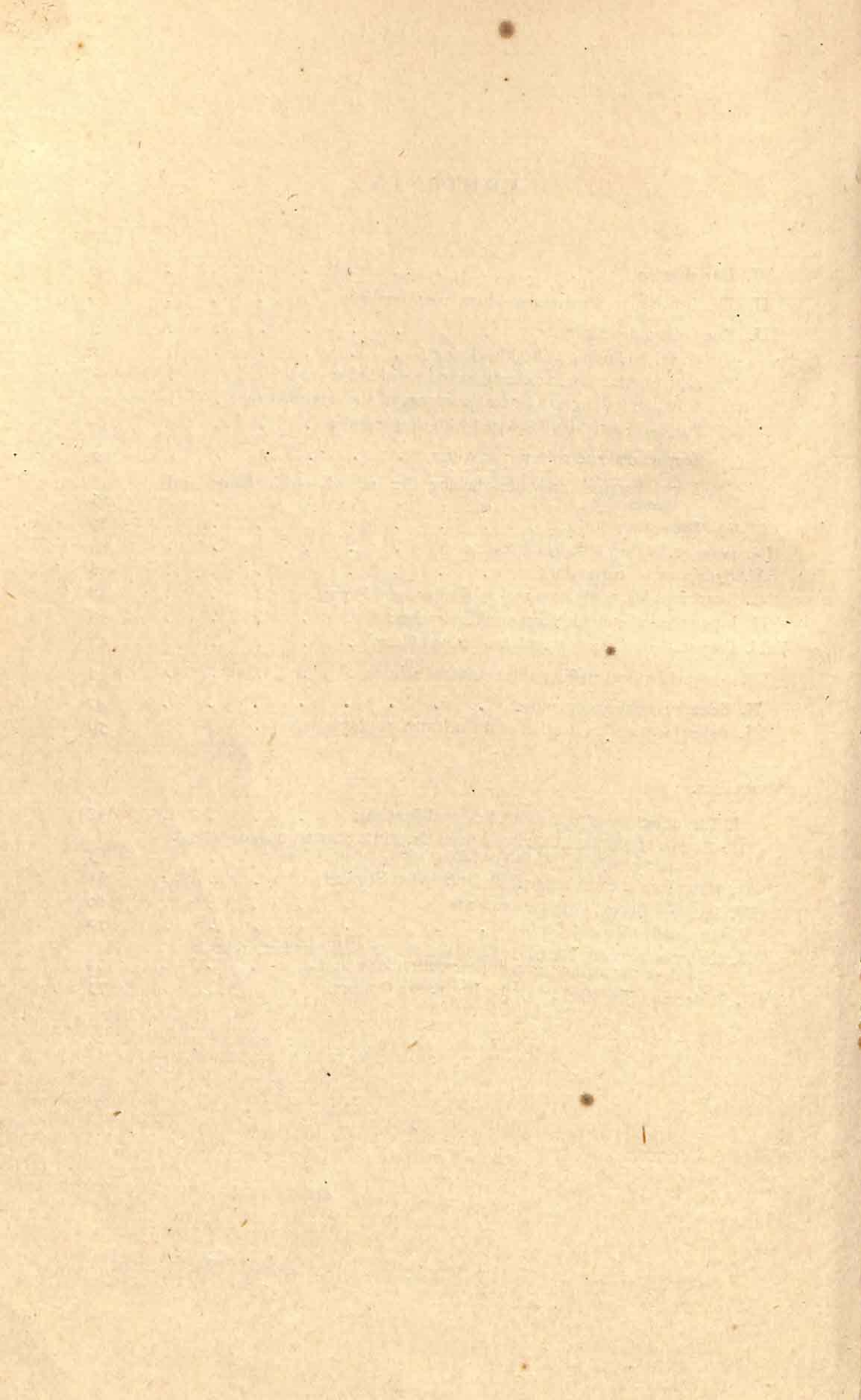
~~22.6.05~~ ← 28.8.95

No. ~~H454~~ ← 9059

PUBLICATION NO. 467

CONTENTS

	PAGES
I. Introduction	I
II. The Orientation Programme— basic considerations	4
III. The Orientation activities	8
(a) Activities leading to healthy living	8
(b) Activities leading to citizenship and social living	11
(c) Activities leading to a better knowledge of the environment	15
(d) Purposive activities connected with simple crafts	17
(e) Recreational and cultural activities	19
(f) Social Service activities— linking the school with home and community	26
(g) Illustrative projects	29
IV. Phasing the orientation programme	33
V. Syllabus and curriculum	36
VI. Teaching aids, equipment and appliances, and library.	38
VII. Production of suitable literature for teachers	39
VIII. Preparation of teachers and inspecting officers	43
IX. Supervision and staffing of the oriented schools	45
X. Securing public cooperation	47
XI. Assessment and evaluation of the orientation programmes	50
Appendices.	
I. List of delegates to the four Regional Seminars	58
II. Extracts from the D. O. letter from Dr. P. D. Shukla, Deputy Educational Adviser, Ministry of Education, to the delegates	65
III. Hints for the organizers of the Orientation Seminars	67
IV. Progress Report Card for students	69
V. Cumulative Record Card	70
VI. Proforma for carrying out preliminary survey of Elementary schools before the introduction of Orientation Programme	72
VII. Proforma to be filled in by the Inspecting Officers.	75



INTRODUCTION

Basic education is the accepted pattern of education in the country at the Elementary stage. The Central and the State governments are seized of the problem of development of Basic education on sound lines. One of the important findings of the Assessment Committee on Basic Education (1955-56) was that nothing retards the development of Basic education as much as the simultaneous existence of Basic and non-Basic schools. Owing to limited financial resources and lack of suitably trained personnel, it is not possible at present to convert all the existing non-Basic schools into the Basic pattern immediately or in the near future. The Assessment Committee, therefore, recommended that immediate steps should be taken to introduce such of the elements of Basic education in these non-Basic schools as do not require much financial resources or specially trained personnel. This "orientation" programme will not only prepare these schools for their eventual transformation into Basic schools but will also combat the largely ill-informed and unfounded prejudices in the general public, by bringing the two types of schools nearer to each other.

With this end in view, the Union Ministry of Education published a brochure (in English and Hindi) entitled "Orientating Primary Schools towards the Basic Pattern". The National Institute of Basic Education has also published another pamphlet on the subject, entitled "Basic Activities for Non-Basic Schools". Both these brochures contain a number of valuable suggestions in this behalf. But it soon became evident that something more should be done. There was a great need to follow up this important matter and to see that the urgency of the situation and its full significance was realised by all those who were concerned with Elementary education in the country.

In order to ensure that the idea, in its full and correct import, permeated to every Elementary school teacher (non-Basic), it was thought necessary that the administrative authority should be fully made aware of their responsibilities and the whole administrative machinery mobilised towards the achievement of this end. The Union Ministry of Education therefore, drew up a scheme for organising four Regional Seminars of District/Divisional Inspectors of Schools who were in close touch with Elementary school teachers. The Regional Seminars were to have two distinct advantages—firstly, these seminars could consider problems peculiar to a region, and secondly, the reports of all the regional seminars taken together should prove very useful for the national programme. The reports of different seminars could show how similar problems can be tackled in a variety of ways, giving a spurt also to administrators and Elementary school teachers to use their ingenuity and resourcefulness to solve their own local problems.

For administrative convenience, the country was divided into the following four Regions:—

Southern Region: comprising the States of Andhra Pradesh, Kerala, Madras and Mysore and the Union Territories of Pondicherry and Laccadive, Minicoy and Amindivi Islands.

Northern Region: comprising the States of Punjab, Uttar Pradesh and Jammu & Kashmir and the Union Territories of Delhi and Himachal Pradesh.

Eastern Region: comprising the States of Assam, Bihar, Orissa, and West Bengal and the Union Territories of Manipur, Tripura, N.E.F.A. and Andaman & Nicobar Islands.

Western Region: comprising the States of Bombay, Madhya Pradesh and Rajasthan.

The duration of each Regional Seminar was one week. The programme of the different Seminars was so drawn up as to make available to the succeeding Seminars the reports of the preceding ones.

The four Regional Seminars were held at the following places:—

Southern Region — (1st to 7th June, 1958)—(Gandhigram, Madras).

Northern Region — (14th to 20th June, 1958)—(Chandigarh, Punjab).

Eastern Region — (24th to 30th June, 1958) — (Puri, Bihar).

Western Region — (10th to 16th July, 1958)—(Bhopal, Madhya Pradesh).

Although the theme of all the four Regional Seminars was the same, viz., the Orientation of Elementary schools towards the Basic Pattern, there was a good deal of diversity in their approach, as would be seen from the following pages. The reports of these seminars covered much common ground but also turned out to be supplementary to each other and between themselves covered almost every aspect of the orientation programme. In consolidating these reports into a single one as to present systematic and coherent reading, an effort has been made to present not only the common points of all the four Seminars but also the distinct contribution of each seminar. In case where a particular Seminar has suggested a new approach or a new idea, its name has been specifically mentioned in appreciation of its contribution. This report should not be considered as giving a uniform programme for all the States. It incorporates all the possible worthwhile ideas put forward by the various seminars so that those concerned with implementation of this programme may have an opportunity to select those which they think best in the particular context of their own conditions. There has, therefore, been a certain amount of overlapping, but in the present scheme of things it was hardly possible to avoid this without considerably detracting from its utility.

A list of delegates to the four Regional Seminars is given at Appendix I. At the invitation of the Union Ministry of Education, the representatives of the Indian Public Schools Conference and the Inter-State Board of Anglo-Indian Education also participated in the last Seminar of the series which was held at Bhopal.

Dr. P. D. Shukla, Deputy Educational Adviser in the Union Ministry of Education, sent a letter to the delegates of each of the Seminars giving them the background of the Seminar and highlighting some of the problems which they had to consider during the course of their deliberations. An extract from this letter is reproduced at Appendix II.

5. The orientation programme is an integral part of any good educational system and has its place in its own right. As the Purit Seminar has rightly pointed out, "Even if conversion to the Basic pattern is ultimately not possible, the Seminar is convinced that the intrinsic merit of the orientation programme suggested by it will by itself enrich the schools and hence there is no risk in introducing it".

6. A school in which the orientation programme has been faithfully worked out will present a picture where the children will have developed habits of civic and social life, will love natural environment, and the teachers and the taught would have formed a community, all sharing responsibilities and joys of running a school and having contact with a wider community.

7. In order to make the orientation process effective, and practicable, it is necessary to choose only such of the activities for introduction in non-Basic schools under the programme as are essential for co-ordinated development of the child and can be practised in schools along with the present curriculum so that contents of the latter are not reduced as a result of introduction of the "orientation" programme. The activities must be so chosen that the child feels that he is the centre of all such activities and that he is creating and producing things. He should derive pleasure and satisfaction at seeing his own creation. He should acquire experience by living in the midst of activities and learn even by making mistakes. The child should come to feel intimately that he is working with a purpose and should experience delight resulting from achievement of the purpose.

8. All the Regional Seminars were in full agreement that these aims could be fulfilled through the following types of activities:—

1. Activities leading to healthy living.
2. Activities leading to citizenship and social living.
3. Activities leading to a better knowledge of the environment.
4. Purposeful activities connected with simple crafts.
5. Recreational and cultural activities.
6. Social service activities linking the school with home and the community.

9. The list of activities that can be put under one or the other of the above types can be an unending one. A number of such Primary Schools Towards the Basic Pattern" and "Basic Activities for Non-Basic Schools" published by the Union Ministry of Education and the National Institute of Basic Education respectively. The Regional Seminars also gave some thought to these activities and their recommendations are given in the following pages.

10. The Bhopal Seminar which has gone into this point in great details has laid down the following guiding principles for the selection of orientation activities:—

- (i) Routine and occasional activities for Junior and Senior classes.

THE ORIENTATION PROGRAMME—BASIC CONSIDERATIONS

The process of "orientation" is not to be confused with the process of "conversion". Nor can the former be said to be the substitute for the latter. The "orientation" programme aims mainly at preparing schools to receive Basic education. It is, therefore, essential that all concerned with the "orientation" programme should have a clear understanding of Basic education.

2. As picturesquely described by Shri G. Ramachandran in his address at the closing session of the Bhopal Seminar, Basic education may be compared to an equilateral triangle, one side of which is the natural environment, other side the social environment, and a productive craft joining both sides forms the base of the triangle. The orientation programme will introduce only a few features of Basic education and will draw upon the natural and the social environments for work and activities in the school; but for a full programme of Basic education, a productive craft as linking up the two will be absolutely essential.

3. While the conversion of Primary schools to the Basic pattern will involve all aspects of Basic education including productive craft work and correlated teaching, in a large country like ours what can immediately be taken up simultaneously is the introduction of such of the features of Basic education as do not involve large financial outlay or Basic trained personnel.

4. The "orientation" programme should have the following as its objectives:—

- (a) To enable children to acquire a sense of self-reliance and dignity of labour.
- (b) To provide children with opportunities for healthy living.
- (c) To give elementary training in the skills of fingers and to draw out the creative potentialities of children through the adoption of simple artistic and inexpensive productive crafts.
- (d) To enable children to develop a sense of responsibility and co-operation through organisation of and participation in the activities of the school community, like student self Government.
- (e) To develop in children a healthy sense of values and taste for the artistic and aesthetic aspects of life, and the right use of leisure.
- (f) To stimulate the interest of the school community in the natural and social environments.

- (b) Modifications in the syllabus and curriculum.
 (c) Provision of teaching aids, equipment and appliances, and library facilities.
 (d) Production of suitable literature for teachers.
 (e) Preparation of teachers and inspecting officers.
 (f) Supervision and staffing of the oriented schools.
 (g) Securing public co-operation.
 (h) Assessment and evaluation of the orientation programme.

15. Another word of caution has been voiced by the Puri Seminar that the community around the school should also be taken into confidence in selecting the craft and other "orientation" activities. The community should also be convinced that curricular studies are not affected. As pointed out under "Syllabus and Curriculum", the Seminars have been of the view that the academic attainments of the students in the oriented schools should at least be equal to those of the children in other Elementary schools. Craft activities should be so organised that the community may feel that it is deriving some benefit out of it. The teacher should work with students in craft classes, so that the students and even their parents may realise the dignity in such work. Unusual pressure should not be put on a student to an extent to develop in him a non-cooperative attitude to such work. Every thing should be done to create an appropriate atmosphere so that students find immense pleasure in the orientation activities. The following measures recommended by the Puri Seminar may be of practical value in this regard:—

- (i) Planning of orientation activities should be in conformity with the aspirations and requirements of the community in which the school exists and shall be so designed as to inspire enthusiasm and active co-operation of students.
- (ii) Process of orientation should be continuous and dynamic.
- (iii) Teachers should invariably participate in all activities with the students.
- (iv) Physical activities should be enforced, consistent with the capacity of the students and with sympathy and consideration.
- (v) The entire approach should be based on teacher-pupil understanding.
- (vi) Craft-training should be done with a view to encourage love of manual work and to inculcate a mechanical bias in the minds of the pupils.
- (vii) The productive aspects of craft should be one of the aims of craft training in classes VI, VII and VIII.

- (ii) Need and educative value.
- (iii) Related knowledge and skills.
- (iv) Integration of the school syllabus and activities.
- (v) Fitting the activities in the daily programme.
- (vi) Equipment needed for the activities.
- (vii) Financial implications and sources for funds.

11. As the report of each seminar was available for use to the succeeding seminar, the Bhopal Seminar which was chronologically the last of all to be held, had the benefit of the reports of all the three seminars previously held. The present report gives the list of activities recommended by the Bhopal Seminar, which also covers the activities suggested by the earlier seminars and gives certain hints to teachers in the planning and organisation of those activities and recording. It also drew up the synopsis of five illustrative projects out of activities selected for the orientation programme grade-wise.

12. It may, however, be observed that the list of activities mentioned in the following pages should not be taken as an exhaustive list but merely a suggestive or an indicative one. It is also not expected that all these activities should find place in one and the same school; but one or more of these activities must find a place in each oriented school according to the local conditions and the resources available. Teachers will do well to remember that while there will be some activities which can be introduced in all the schools and the difficulties in the way of implementing them will not be many and can easily be overcome, there may be some activities which may be good but not essential. Again there may be some activities which may very well suit at one place but not in other places. While there will be certain operations which the younger children can manage there will be some other operations which will require greater resources such as one may expect from students of the higher classes. The school and the teachers will, therefore, have to be very careful in deciding upon the activities which they propose to adopt under their "orientation" programme.

13. However, those concerned with the implementation of the orientation programme will do well to heed a word of caution voiced by the Chandigarh Seminar. "Activities suggested should not be introduced haphazardly and executed mechanically. These should be planned properly, executed systematically and evaluated scientifically. A regularly maintained record of the activity, well planned and well-executed, will help in assessing the progress of a child in the acquisition of knowledge of various school subjects. Activity on the one hand will need knowledge for its introduction and, on the other, it will motivate learning. Activity and knowledge are inseparable in an integrated system of teaching."

14. The Regional Seminars also devoted considerable attention to the optimum conditions which will go to make the orientation programme a success. These relate mainly to the following and have been dealt with in detail in the later part of the Report:—

- (a) Phasing the orientation programme.

THE ORIENTATION ACTIVITIES

ACTIVITIES LEADING TO HEALTHY LIVING

The Seminars took note of the activities mentioned in the two booklets published by the Union Ministry of Education and suggested the following additional activities:—

Occasional

Planting of medicinal plants and trees like *tulsi*, *adulsa*, neem, lily grass (Lemon grass), ginger in the school compound and outside.

It comes under Nature Study and Gardening. *Tulsi* plant is particularly mentioned because it has both medicinal and social significance. It serves both as a preventive and curative measure against malaria and influenza. Other plants are suggested since they are useful in daily life of the children and society. This activity can be carried out without cost.

Std. I to IV.

Routine

Action songs and action stories.

This activity is particularly suggested for standards I and II of Elementary schools because children like to sing songs with action and hear stories with action. Children will easily catch the songs and hence indirectly be infused with good and useful ideas in matters of hygiene and sanitation. Efforts in the direction of preparing literature for children in this regard will have to be carried out with more vigour.

Preparing tooth powder from charcoal, clay (black soil), chalk for the use of children and Datoon of babul, neem and karanja. Since unclean teeth is a source of all health troubles, it is considered desirable to make the child clean-teeth conscious. The activity can be taken up in standards I to IV without cost.

*Occasional**Routine*

Preparation of sitting mats for school children from locally available material, like plant leaves and grass. Sitting arrangement is unsatisfactory in a number of Elementary schools. There is danger of children being adversely affected in health under the present conditions. Children of standards IV to VII can conveniently take up the activity. Many lessons under Geometry can be covered under this activity. It involves almost no cost.

To encourage children to utilize the available land attached to the school for producing vegetables, groundnuts, gram, etc. The produce should be utilized for the good of the children by way of mid-day meal. It is felt absolutely necessary to provide some thing by way of mid-day meal if children are to be attracted to schools and also to maintain good health. This activity can be taken up in standards V to VII. Minor operations like weeding and picking can be undertaken by children of standards I to IV. It may generally involve little or no cost to the Government. The expenditure incurred in carrying out agricultural operations can be met from the income derived from produce. In places where land is not available, a strong drive is necessary to enlist cooperation of the local population in favour of donating a suitable plot to the school.

To cultivate in children good hygienic and sanitary habits through games. This is an accepted activity for all the standards of Primary schools. Children can be helped to acquire good individual and social habits without cost. Certain minimum standards of efficiency in all the fundamental physical activities like running, jumping, climbing and balancing should be aimed at.

To acquire knowledge about good sanitary and hygienic conditions for a good house or hut and a village through clay-modelling. The toys can be prepared in standards I to IV. Models of *magan chula*, a house and a village can be prepared by pupils of standards V to VII. This can be taken up under General Knowledge almost without cost. Digging is a supplementary activity, which can be utilised by the pupils, for preparing trench latrines, compost pits and trench urinals. Particular care will have to be taken to see that they are kept clean. With a view to improving personnel hygiene and tidiness it is felt necessary to have the following in Elementary schools:

- (1) A mirror.
- (2) Combs.
- (3) Nail-cutter.
- (4) Needle and thread.
- (5) A pair of scissors.
- (6) Saline garglings.

To encourage children in expressional work on health and hygiene (through charts and lectures). A particular place should be assigned to this aspect in the school manuscript magazine in standards V to VII. This can be done without cost.

ACTIVITIES LEADING TO CITIZENSHIP AND SOCIAL LIVING

The Regional Seminars have suggested the following as the aims and objectives for undertaking these activities in the schools:

1. To enrich and integrate the personality of a child and to enable him to develop into a useful and cooperative member of society.
2. To enable the child to learn through actual experiences to function as an effective member of the community.
3. To give him an understanding of group relationships.
4. To inculcate in the child a keen sense of responsibility and duty towards society and the nation.
5. To foster in the child a sense of moral living and religious tolerance.
6. To train a child for national and international understanding and citizenship.

In planning the overall programme of activities, the Seminars have pointed out that all the activities and experiences of pupils whether in the classroom or outside, on the playground or in the kitchen garden, in the workshop, in the library and reading room at home or in the community around, should be utilized and brought to bear on the subject of civic training and social living. The Seminars have, however, specifically listed those activities which are directly instrumental in civic-training and social living of the pupils in an Elementary school.

The activities are grouped under three broad heads and are further sub-divided according to their suitability for being introduced in junior and senior classes.

These activities are of (a) routine and (b) occasional nature. These are intended for:

1. Integrating the personality of a child

1. Congregational prayers.
2. Observing silence for two minutes to create an atmosphere of sanctity and devotion.
3. Formation of *Shala Sansad*.
4. Cooperative shops run on honesty basis.
5. Mass drills.
6. Cultivation of individual and social manners and virtues, e.g., greeting and receiving elders, equal and strangers. Functioning as a trusted neighbour.
7. Singing inspirational songs.—For junior classes.

} For junior and senior classes.

II. Fostering the spirit of Social Service

Social Service Leagues.—These leagues may have smaller sections as detailed below. They may include suitable students from both junior and senior classes. The activities would include:—

(a) *Labour squad.*—A group of healthy and willing students, preferably boys, could form it. This group will be available for offering *Shrama Dana* in the village or even in the neighbouring villages. This would give the students an understanding of the dignity of labour and that of trusted neighbourliness.

(b) *Volunteer squad.*—Another group of students may be formed to work as willing volunteers to maintain order at village festivals and functions. A selected group of students from this squad can also render useful service in emergencies like flood, fire, storm, etc.

(c) (i) *Health squad.*—This would be one more group with a little training in village cleanliness and first-aid. They can help in keeping the general sanitation of the village as well as in nursing the sick. Before allowing young children to nurse the sick, it should be ascertained before hand that the patients do not suffer from any communicable disease. In the villages proper nursing is very often conspicuous by its absence and if it is introduced it would go a long way in establishing human relationships.

(ii) Scouting and cubbing.

(iii) Organizing excursions.

(iv) Organizing sports and tournaments.

(v) Organising local inter-school children's day.

(vi) Projects like:

(a) Observation of postal system in the various areas to get acquainted with the actual life, hardships, etc., of the postman, postal runner, etc., could be arranged. It would help the students to understand the worker and develop a better social outlook.

(b) Collection of costumes and information there about.

(vii) Pen-friends in the different States and abroad, if possible.

III. Development of National and International Outlook

1. *Celebration of festivals, fairs and anniversaries.*—This would be an occasional activity in both types of schools—Primary and Middle.

2. *Understanding community workers.*—With a view to broadening the outlook of pupils, it will be desirable if some workers of the locality like farmers, weavers, carpenters, blacksmiths, etc., are invited to the schools and are requested to tell about their professions. The students may also visit places where these persons actually work and should get a demonstration in the work. The

pupils may also practise the craft there. This will enable the pupils to have an understanding and appreciation of the work in the community and of the interdependence of the community as well.

3. Understanding the various religions and developing religious tolerance:

This would be achieved through—

- (a) Attending and participating in as many of the local functions and celebrations as possible as well as through congregational prayers.
- (b) By visiting the different places of worship with a view to understanding that different religions ultimately lead to the same goal.

4. Collection of important articles:

Projects like collection of articles of local importance in particular and others in general, like pictures, stones, implements, types of leaves, soil, grains, pulses, roots, fruits etc., could be taken up with advantage. It will help proper national and international understanding and would initiate the pupils into our cultural heritage.

Organizing a variety of shows would also give ample opportunity for education, for instance, on days like the children's day, a flower show, fruit and vegetable stall, and other activities related to the children can be arranged. Smaller projects for preparing models, etc., could also be given to the children.

Preparation of models, pictures, albums etc., depicting the life of the pupils and the modes of their living in the various parts of the country and the world will give the pupils a better, richer and deeper understanding of human relationship.

Hints to teachers in planning and organization:

With a view to ensuring that these activities are successfully carried out, the teacher should make a thorough survey of the local resources and plan the overall programme well in advance with the resource personnel. He should collect the material from the various sources, e.g., Information and Publicity Department, C.D. Block offices, etc., and occasionally invite the resource personnel to give a talk to the pupils so as to enrich and supplement their knowledge. The plan should be well distributed over the school year—taking into account the holidays and local festivals.

The programme for the activities should be planned and executed with the cooperation of the pupils and it may also be desirable to develop evaluative criteria. This will keep the pupils on the right track and also train them in self-evaluation. The teacher should particularly make a note of omissions and commissions for further guidance.

Hints on recording:

Recording of all these activities will fall into the following three main categories:—

- (a) In the Junior Basic schools it is not expected that the children up to class III will be in a position to write down the details of the various activities. As such, children in these classes should give an oral resume of the activities they participated in. They should be encouraged to say what they see, hear and do when they participate in these activities as their culminating phase. In the higher classes of the Junior Basic schools and in all classes of the Senior Basic schools the students should keep a brief note of all the activities and these notes will later on be coordinated with the curricular subjects. They should also make a note of what they see, hear and do in the various activities.
- (b) In addition to the individual record, each group should maintain a record of group activities.
- (c) A record of the class activities and school activities should be briefly maintained by the teacher. This record later on would help him to assess the work done by each student as well as by a group.

Related knowledge and skills:

The teachers should, as detailed under planning and organising the activities, try to secure knowledge and skills related to the various activities.

Integration of the syllabus and activities:

Subject matter prescribed under different subjects of the curriculum is in several cases already covered by the activities followed in schools, e.g., scouting, Red Cross, festivals, etc. (and subjects like Physical Education, Home Science, Social Studies, General Sciences, languages, etc.). In order to have a better integration and coordination between the syllabus prescribed and the activities followed, it is suggested that:

- (a) There should be consultation, and cooperation between the class teacher (where class teacher system is followed) or the subject teacher (where the subject teaching system is followed completely or partially) and persons in charge of the activities.
- (b) Meetings of these members of the staff for about five minutes daily and then weekly to discuss the notes of teaching of the next date and the plan of work for the week should be held.
- (c) Instead of repeating the same thing over and over again under different periods, only the relevant aspect which is necessary to be emphasised should be emphasised, e.g., Hygiene both personal and social—from the health point of view may be stressed under physical education while from the civic training point of view it may be dealt with in the activities class and *vice versa*.

ACTIVITIES LEADING TO A BETTER KNOWLEDGE OF THE ENVIRONMENT

It is necessary for a child to understand and appreciate the environment in which he lives and with which he is connected so that he can use it fully for his own development as well as the development of the society in which he lives. Any school curriculum should be alive to this fact and should see that topics concerning study of the environment—both physical and social—are included in the syllabuses of different grades. These topics will be directly and, where this is not possible, indirectly connected with activities to be organised in schools. The activities will be both routine, as in the news-reading and reporting, as well as occasional such as excursions, visits, etc. Excursions and visits directly bring the child in touch with the environment and as such are suited to Junior Basic grades. They have limited utility for Senior Basic grades on account of cost and time involved. Their place will be taken by projects based on news-reading, incidents connected with the environment, etc.

(2) The following types of visits and excursions have been suggested for lower grades:—

- (a) Visits to the different lanes in the village.
- (b) Visits to temples and other places of worship in the village.
- (c) Visits to rivers, lakes, hills, forests, gardens, sea-shore depending upon local environment.
- (d) Visits to local industries which are essential for the economy of the village. These will include agriculture, pottery, smithy, carpentry, weaving, leather-works, basket making, choir-works, etc.
- (e) In bigger places visits may be arranged to mills, factories, presses and other industrial concerns.
- (f) Visits to social institutions, such as panchayats, banks, cooperative societies, post office, dispensary, markets, railway stations, ports and harbours, and bus stands wherever possible.

(3) (i) In upper grades, pupils may undertake projects leading to the knowledge of environment. This will include collection of articles for school museum, e.g., collection of pictures, photos, newspaper cuttings regarding noteworthy events or incidents, etc.

(ii) There should be daily news-reading and important events should be noted on the wall black-board, and preferably located in an outline map.

(iii) The school pupils may bring out a bulletin weekly or fortnightly.

(iv) There will be elocution and discussions regarding the events occurring in the country or State.

(v) Gardening should be one of the activities undertaken to study plant-life and its utility to human life.

(vi) Students may also undertake preparing models, diagrams and sketches to record observation of rain-fall, rainbow, temperature, sunrise, season and other occurrences met with in nature or having connection with their everyday life.

4. These activities will have curricular as well as extra-curricular utility. In respect of academic work they will directly cut across school subjects such as Geography, Nature-study, Science, Civics and to some extent History and language. The activities will also help to develop among pupils, a feeling of brotherhood, cooperation, discipline and organising ability. For instance, at the local cottage industries, the child may see how the various needs of the village in respect of clothing, shelter and other daily necessities are met by village artisans. A visit to the bus stand will lead on to the Geography of taluka and perhaps of the district. A visit to the forest will impress on the children the utility of forests to man. Visits to farms will be a common feature in the village. Visits to the Panchayats will give the pupils an idea of local Government which can, in upper grades, be widened to include district administration, State administration and the Government of the country. Gardening will generate interest in nature-study, growth of plants, their food, need for sunlight, need for manure and water.

5. It is necessary for the teachers to prepare a detailed plan of activities, either visits or projects before they are implemented. This will avoid a number of difficulties later on. Pupils must be oriented and formed into groups in charge of leaders. All necessary equipment for the excursion should be collected in advance and arrangements for food, lodging, etc., must be fixed before undertaking the excursions. There should be a detailed plan to keep the pupils busy in their work.

6. The teacher should keep a record of excursions undertaken by the pupils. A simple elastic form may be drawn up for the purpose. The form will include the dates and places of excursions, other details, and their educational value. It is advisable to encourage pupils also to prepare some kind of notes suited to their ability on the excursions organised.

7. The activity programme as above should be integrated in the syllabus in the forms of definite directives and also included in the daily programme. The syllabus in Geography, Nature study, Civics, while laying down the topics to be studied by pupils should broadly indicate the activities which the teacher will have to arrange for teaching these topics. Ordinarily, the half working day in the lower grades should be utilized for weekly trips and excursions. The number of excursions in a class may be about 15 in a year. News-reading however, and writing on the news-board should be a daily feature in all schools.

8. It may not be possible to provide equipment on a large scale for these excursions. Necessary equipment may be obtained from Panchayats or locally influential people. Wherever possible, the

school should provide a set of cooking utensils and carpets for sitting in addition to games and recreational material. No recurring cost in respect of these visits is anticipated as this will be small and local. Where some expenditure is involved, efforts should be made to tap local community resources. For news-reading and literary projects the school library should supply the necessary material. All school libraries should be enriched with suitable books, magazines and newspapers. The necessary equipment for cooking, sitting, etc., may cost about Rs. 200 which the Panchayat or the local community may provide. This equipment may be used for community functions as well. Children may also help in raising the funds by staging dramas or earning through craft-work and other manual labour.

PURPOSIVE ACTIVITIES CONNECTED WITH SIMPLE CRAFTS

The Seminar recommended that the following activities connected with simple crafts may be introduced in the non-Basic schools, wherever favourable local conditions exist. (The cost wherever indicated is approximate only).

Objectives.

1. To train the eye and the hand to their best use.
2. To create love for manual work.
3. To stimulate the habit of attention.
4. To stimulate self-reliance.

Need and Educational Value.

1. Contribution to all-round development of the personality of the child.
2. Provision of certain experiences to make learning more purposive, realistic and effective.
3. Medium to correlate knowledge with life.
4. Acquisition of a scientific attitude.
5. Dignity and sense of productive work.

Crafts recommended for Junior Schools.

Spinning.—Spinning on the *takli* followed by knitting yarn into garments, bags etc. The children should be asked to buy their own *taklies* and knitting needles and cotton may be supplied by the school.

Clay work and making chalk sticks.—In clay work, pupils may be asked to prepare models of fruits, animals, vegetables and other simple toys as are seen locally. Simple flower vases and other little things of use as well as decorative value may also be prepared. Some of these models may be used as models for drawing. These models can be prepared by hand only or by means of ready-made moulds. The equipment needed for clay work will be clay, moulds, chiselling instruments, boards, trays, scissors, knives, etc., and that for chalk-sticks, basins, stirrer, knives, moulds, colours, plaster of paris or gypsum, etc. The training in the above crafts can easily be



arranged for teachers for a fortnight in any Training institution. The finance involved is Rs. 25 and Rs. 10 respectively for non-recurring and Rs. 5 recurring for both (clay-modelling and chalk-sticks) per school.

Paper work.

Activities.—Pupils may be asked to cut different shapes and designs out of paper and paste them into their note books. Flowers, buntings, garlands, can be prepared out of coloured paper. These will be useful for decoration.

Basketry.

Activities.—Preparation of small mats, fans, brooms.

Equipment.—Palm leaves, knives.

Cost.—Rs. 5 Non-recurring.

Rs. 2 Recurring.

For training, local talent should be employed to teach the necessary skills.

Making useful things out of waste-material.

Activities.—Toys out of empty watch boxes, cigarette packets, rags, paper strips etc. No cost and no tracing is needed.

Newar and tape-making.

Equipment.—Newar and tape looms.

Cost.—Rs. 20 as non-recurring expenditure.

Rs. 5 recurring P.M.

Crafts for Senior Schools.

Spinning on takli and knitting-continued.

Cardboard work.—Preparation of file pads, blotting pads loose covers, covers for newspapers and periodicals, trays, boxes, stationery cabinet, flower vases for paper flowers and book-binding, knives, T-shaped irons, colours, metal trough.

Equipment.—Utility presses, binding paper, gum, gloy, special knives, T-shaped irons, colours, metal trough.

Cost.—Rs. 50 non-recurring.

Rs. 7 recurring.

Training must be given in all the Training institutions.

Kitchen Gardening.

Activities.—Growing of local vegetables and fruits, ornamental flowers and creepers.

Equipment.—Khurpi, pawada, hazara, and basins.

Cost.—Rs. 50 non-recurring.

Basketry (bamboo and cane work).

Activities.—making of baskets, small boxes, stands, W. P. baskets, book-shelves, caning of chairs, purses and chicks and other similar items of furniture.

Knitting, embroidery and plain Sewing.

Activities.—Preparation of single garments, bags, pullovers, scarves, decoration of garments, table lamps, pillow cases, curtains, napkins etc.

Equipment.—Scissors and knitting needles, boards.

Cost.—Rs. 25 non-recurring.

Rs. 2 recurring.

Training.—Local talent can be tapped.

Training may also be given in the Training institutions.

Papier-mache.

Activities.—Making baskets, trays, toys, decoration articles, geographical models or relief maps out of paper pulp.

Equipment.—Old paper, a big cistern, buckets, hammers, boards, baskets, colour brushes.

(N.B.—Some of the above activities can also be started in the Junior school.)

Cost.—Rs. 75 non-recurring.

Rs. 5 recurring.

Training.—Some training must be given in the Training school in the regular courses or in short term courses.

Hints on recording.

Proper records should be maintained for the raw material received and the finished products prepared and the cost of each article may also be recorded. Day-to-day record of the work done should be maintained by the pupils.

Related knowledge.—Co-related knowledge which could be imparted while doing the craft work would be geographical, social and scientific.

Fitting the activities in the daily programme.

Activities may be taken up in the later part of the day devoting at least 30 minutes every day or 60 minutes every other day, according to convenience of the schools.

RECREATIONAL AND CULTURAL ACTIVITIES

The importance of recreational and cultural activities as a regular feature of the co-curricular activities cannot be over-emphasised. They go a long way in bringing into full play those essential virtues and gifts that are required for a well balanced and integrated personality.

The seminars while suggesting various items of recreational and cultural activities have kept the following aims and objectives in view.

I. Aims and Objectives.

1. To promote physical development of children.

2. To create and develop an aesthetic sense in children.
3. To develop in the children the qualities of discipline co-operation and team spirit, initiative, leadership, self-reliance and sportsmanship.
4. To develop the proper use of leisure.
5. To train pupils in the art of planning and organisation of various activities.

Keeping in view the above objectives the Seminars suggested that every school should evolve a set of activities in the light of its special circumstances, its material resources, the nature of its environment, and the interest of the pupil. Following activities have been suggested for consideration in this connection.

Occasional

Routine

Junior School	Senior School	Junior School	Senior School
(a) P. T. and Simple <i>asanas</i> (b) Indigenous games such as kabaddi, kho-kho and other games popular in the locality. (c) Other games such as football. (d) Indoor games and other popular games of the locality. (e) Sports (f) Excursions (g) Morning assembly and prayer (h) <i>Balsabha</i>, once a week, to organise story telling, <i>bhajans hari</i>, recitations etc.	(a) P. T. drill, and <i>asanas</i> (b) Indigenous games such as kabaddi, kho-kho and other suitable games popular in the locality. (c) Other games such as football, volleyball and tennis. (d) Indoor games and other games in the area. (e) Sports (f) Excursions (g) Morning assembly and prayer (h) <i>Balsabha</i>, once a week to organise folk songs, dialogues, debates, music and one-act plays.	(a) Mass P. T. (b) tournaments, and inter-class and inter-school matches. (c) Tournaments, inter class and inter school matches. (d) × (e) Tournaments, single and team events of sports. (f) Picnics (g) Silent prayer. (h) <i>Balsabha</i>, to include folk songs, folk dances, fancy dress show, <i>antakari</i> etc. (i) Celebrations of festivals and National days, Gandhi Jayanti, Republic day, Children's day, U.N.O. day.	(a) Mass P. T. (b) Tournaments and Inter-class and Inter-school matches. (c) Tournaments Inter-class and Inter-school matches. (d) × (e) Tournaments single and team events of sports. (f) Picnics (g) Silent prayer. (h) Play activity, Musical performances, folk songs, folk dances, drama; <i>Mushaira</i> and <i>Kavi Sammelan</i> etc. (i) Celebration of festivals and National holidays by a programme of devotional or patriotic songs, singing of National Anthem and hoisting of National flag.



18/4/95

S.C.E.R.T.W.B. LIBRARY

Date

Acce. No.

9059



Routine		Occasional	
Junior School	Senior School	Junior School	Senior School
I	2	3	4
(j) ×	(j) ×	(j) Organising exhibitions of finished (craft) products.	(j) Organising exhibition of finished (craft) product.
(k) Drawing, colouring and decoration of rooms and preparing picture albums.	(k) ×	(k) Do.	(k) ×
(l) Cubbing and bulbuls	(l) Scouting and guiding.	(l) ×	(l) ×
(m) Hobbies such as collection of stamps, coins, flowers and other curiosities.	(m) Hobbies such as collection of coins, stamps and other curiosities.	(m) ×	(m) Swimming.
(n) Magazine and news bulletins	(n) Magazines and news bulletins	(n) ×	(n) ×

II. Need and Educative Value:

- (a) P. T.—physical health and discipline.
- (b) Outdoor games—recreation, co-operation, physical development, tolerance, self-reliance, leadership, skill and tact.
- (c) Indoor games—recreation and intellect.
- (d) Sports—growth of individual personality, physical development, and *esprit de corps*.
- (e) Excursions—co-operation, organisation, observation and recreation.
- (f) Morning assembly—ethical, spirit of oneness with others and discipline.
- (g) Balsabhas—self-expression and organisation.
- (h) Drawing, Colouring and Decoration—aesthetic expression.
- (i) Cubbing, Scouting etc.—social service, discipline, self-help.
- (j) Celebration of festivals and national holidays—community cooperation, national consciousness and feeling of responsibility.
- (k) News bulletins and magazines—literary.

III. Hints to Teachers in Planning and Organisation.

Teachers should:—

- (a) work out a detailed programme of sequences of activities for the whole year and its break up into smaller practicable units. Inter-school programmes should be spaced and regulated in time.
- (b) Actively participate in every activity.
- (c) provide adequate guidance to children in planning and execution of these activities.
- (d) provide adequate literature and suggest sources wherefrom relevant information may be had.
- (e) Encourage pupils to take up a variety of useful activities keeping in view that the students are citizens of the school.
- (f) Adequately supervise the various activities.
- (g) Provision for midday meal has got to be made for the proper implementation of various activities.

IV. Hints in Recording.

A cumulative record of all pupils should be maintained in respect of their participation in the various recreational and cultural activities. At the senior stage boys should also be encouraged to maintain their own records.

The Bhopal Seminar has suggested the following *proforma* which may be conveniently adopted for giving a complete picture of all round progress of the child.

A. General Particulars.

- (a) Name.
- (b) Father's name.
- (c) Date of Birth.
- (d) Residence.
- (e) Guardian's Name.
- (f) Father's/Guardian's profession.
- (g) Number of living brothers and sisters.
- (h) Date of joining the school.

B. Health Record.

	Grade I	Grade II	Grade III	Grade IV	Grade V
1. Weight	..	..	..	..	..
2. Height	..	..	..	..	..
3. Chest	..	..	..	..	..
4. Personal cleanliness	..	..	..	..	..

C. Recreational and Cultural Activities.

1. P. T. and *asanas*.
2. Games and sports.
3. Hikes and excursions.
4. Assemblies and *balsabhas*.
5. Cubbing and scouting.
6. Decoration, drawing and colouring.
7. Social gatherings.
8. Literary activities.

D. Personality Traits.

1. Punctuality.
 2. Industry.
 3. Self-reliance.
 4. Cooperation.
 5. Leadership.
- Class teacher's signature.
- Head Master's signature.
- Parent's signature.

These records, it has been recommended, should remain in the custody of the Head Master and should be shown and explained to the parent/guardians of the children periodically in order to keep them in touch with the progress of the child.

V. Related Knowledge and Skill.

1. The teacher must have elementary knowledge of the rules and techniques of games and sports and organisation of competitions and tournaments.

2. He must have rudimentary skill and aptitude for aesthetic and cultural activities.

3. He must have tact and ability for planning, general execution and guidance.

VI. Integration of Orientation Activities with the Syllabus.

<i>Activities</i>	<i>Syllabus (Subjects)</i>
P. T. and <i>asanas</i> , Games and Sports.	Hygiene and mathematics, Physical development and mathematics.
Excursion	Natural Sciences and language. Social studies and Languages.
Assembly and <i>Balsabhas</i> , Drawing, Decoration and colouring and Music. Magazines and news bulletins Cubbing and scouting hobbies.	Fine Arts. Language. Social Service Proper use of leisure.

VII. Fitting the Activities in Daily Programme.

A period of 40 minutes may be assigned to such activities which come under the heading "Routine". This period should preferably be the last period; major games and sports should be arranged after school hours.

VIII. Equipment needed for these Activities.

No equipment involving heavy expenditure is needed.

IX. Financial Implications and Source of Funds.

The activities suggested above do not generally require large funds. Some funds shall, however, have to be raised from contribution by the public and local Panchayats for the purchase of such accessories as may be deemed fit.

X. General.

Equal opportunities should be given to all children to participate in these activities according to their aptitude and physical fitness. Persons incharge of these activities should watch the children closely and given them individual guidance. All these activities should be organised with proper care so that pupils may learn to act in certain desirable ways to develop knowledge, skills, efficiency and behaviour, properly integrated and coordinated. Above all we have to bear in mind that a child craves for group life and companionship and is unhappy when alone. To make his life happy and bubbling up with joy we have got to give recreational and cultural activities a due place in our school programme.

SOCIAL SERVICE ACTIVITIES LINKING THE SCHOOL WITH THE HOME AND COMMUNITY

The seminars have suggested the following general activities:—

1. Cleanliness and hygiene.
2. Improvement of the surroundings, localities and houses.
3. Personal hygiene, care of the sick and care of children (for girls)
4. Good food, food conditions.
5. Recreational programmes in the villages, staging dramas, *Ramayan mandals*, *bhajan mandals*.
6. Social service in fairs, bathing ghats, fire-fighting, floods, collection of funds, boy scouts, girl-guides etc.
7. Utilisation of leisure:—
 - (a) In some cottage industries to supplement the income and help the needy.
 - (b) Sewing classes for girls.
 - (c) Decoration of houses.
8. Exchange of exhibits.
9. Spread of literacy.
10. Information on the Indian Calender or its relation with the stars and planets with actual observation.
11. Celebration of festivals like Holi, Janmastami etc. and national days in the school with a view to improving community celebration,—indirectly also showing the right way to celebrate them.

The Seminars have suggested the following activities specially for Senior Basic classes:—

1. Construction of soak-pits, compost pits, urinals, trench latrines and approach roads.
2. Preparing the ground and floor of the school.
3. Colouring the walls and white-washing.
4. Cleaning the surrounding of wells and the use of disinfectants.
5. Training in first aid. Visiting sick pupils. Administering medicines from the first aid box.
6. Preparing closed bathrooms.
7. Giving information on improved seeds, manure, insecticides, and implements of agriculture.
8. Staging dramas, *Ramlila* and folk dances.
9. Organizing camps (Shibirs) for pupils and local public on week ends or convenient holidays.

The Seminars have further suggested the following activities for Junior Basic schools:—

1. General *saphai* of the school, classroom, school compound, etc.
2. Collecting materials for the preparation of soak-pits etc. detailed for the senior class students.
3. Helping the senior class students in making the school ground and floor.
4. Cleaning the surroundings of wells, use of disinfectants.
5. Kitchen garden.
6. Recitation, dialogues, dances, action songs, etc.
7. Collection of material for setting up a school museum of leaves, flowers, roots, birds, nests, seeds, pictures and other exhibits, stamps.

Educative value.—The organisation of these activities will develop a spirit of social service, cooperation and self reliance amongst the children.

Hints for planning and organisation to the teachers:

Planning of the various activities should take into account the grade, need and mental development of the class. In the beginning targets should be modest. The school should launch upon each activity after due preparation of the students. In the first instance, all activities should be organised for the class and limited to it. Efforts should next be made to convey these ideas to the homes of the children to create a feeling for improvement and thus associate the parents with the activities. This will prepare the ground for starting some activities for the community. These can lead to a number of activities like general talks on cleanliness, health, hygiene, agriculture, etc. to be followed by practical work by groups of children in the community under the guidance of the teacher. To start with instructions concerning the activity to be undertaken are given: children are divided into squads and taken into the surroundings for doing practical work.

In some cases better response may be available from the communities after they have observed the practical work done by the school children and the teacher. This field of work may be amplified by theoretical guidance and more field work should be possible with the cooperation of social workers.

The social workers and consultants should approach the community as helpers and co-workers without any feelings of superiority.

Hints in recording :

In the lower classes up to class III, the teacher should maintain a detailed record of the activities done by each pupil in the following proforma:—

Sl. No.	Name of Action	Date	Place	Purpose	Part taken in the activity by the pupil.	Teachers Observation. 1. Co-operation of the community. 2. Means available. 3. Any special incidents.	Results achieved

In the higher classes, however, in addition to the above headings students may write an account of their experience in the activities performed.

Related knowledge and skills:

In carrying out the various activities, emphasis should not be so much on acquiring skills and knowledge as on developing social consciousness, and a spirit of social service, self reliance, self sacrifice and cooperation.

Integration of syllabus and activities:

Most of the activities can be suitably linked up with syllabus prescribed for the school as explained below.

<i>Subjects</i>	<i>Activities</i>
1. Social studies and language	Recreational activities, celebration of festivals.
2. Social studies, General Science or Home Science.	Personal hygiene, food conditions, utilisation of leisure, maternity and child welfare, cottage industries, Improvement of surroundings, exchange of exhibits.
3. Hand-work	Needle-work, Sewing classes, Decoration of home and school etc.

Camps, melas, festivals and such other items should be occasional activities while the rest may be occasional or routine.

The routine activities should be given a minimum of 30 minutes per day or two periods in the week in the school programme, while the occasional activities can be arranged on week-ends or on suitable holidays.

Equipment.—No extra equipment should generally be necessary for these activities. There are, however, exceptions such as (1) Cottages industries, (2) Decoration of homes, (3) Chemicals needed for fruit preservation and food processing etc.

Financial implications and sources of funds:

1. As far as possible local contributions have to be sought for.
2. Funds from Community Development Blocks and N.E.S. Blocks.
3. Government aid, non-recurring and recurring, wherever available. Funds from Blocks may be utilised for needle work material like thread, cloth, etc.

ILLUSTRATIVE PROJECTS

All the four seminars were of the opinion that it would not be possible to adopt the technique of correlated teaching in the oriented schools at the very outset. It will have to be deferred till properly trained Basic teachers are available. It is, however, necessary that wherever possible efforts should be made to utilise the productive and other activities for imparting knowledge to children. Such of the topics in the Elementary school syllabus as lend themselves to be treated through the activities should be utilised to the maximum advantage. Instruction may be centred round these activities and emphasis may be laid on children's observations, systematization, records, and oral expression. A part of the activity programme suggested under "Orientation" activities in the foregoing pages can be conveniently implemented through a series of projects.

For the benefit of the teachers in Primary schools, the Bhopal Seminar has worked out synopsis of 5 illustrative projects in some of the activities selected gradewise, as given below. The seminar has also suggested that if the project method is followed properly, the village or the town itself will become the school. The problems of the village and life must actually be solved by the students themselves or in active co-operation with the village elders. They should participate—may be to a limited extent only—in various agricultural pursuits, cleaning the village, preparing urinals, latrines, planting trees, organising festivals and lending a helping hand to villagers in hundred and odd jobs till learning and living become one. The projects suggested here are of this type. These are only specimen projects. (Other similar projects can also be undertaken to suit local environment).

Project No. 1: Pot-gardening and ornamental gardening

Gardening is an immensely interesting activity. It is also creative and educative. It helps to develop an aesthetic sense and love for plants and trees in the children. Schools rarely have enough open space and so children are generally denied the pleasure of having a garden of their own. The position could be improved by introducing pot-gardening and ornamental gardening in schools. Following are the suggested projects for such type of gardening.

Classes I and II—

Children may collect small earthen pots, old tins, wooden boxes etc. Digging and collecting suitable earth (soil).

Filling the boxes with dry leaves, manure, and earth.

Visit to a garden to know the various plants. Selections of suitable plants.

Taking regular care of the plants and observing their growth. Keeping a record of the activities and growth. Painting and decorating the pots and boxes. Arranging them at different places, in different patterns.

This activity if taken up in July, September, and December will help to have decoration, shows and competitions on 15th August (Independence Day), 14th November (Children's Day), 26th January (Republic Day) etc.

Classes III and IV—

Visit to a garden. Observation of plants and creepers. Selection of plants for hanging on walls, in varandahs, inside the windows, outside the windows, houses, trunks of trees etc.

Collection of different types of pots and boxes. Making a few from thick bamboos, old tyres, pieces of wooden plants, baskets, earthen pots, etc.

Care of these plants, making different arrangement, keeping record of the activities taken up and growth of plants.

Project No. 2: Kitchen gardening:

This project is meant for classes V, VI and VII. This may be undertaken in the rainy season or throughout the year if facilities for getting a supply of water exist.

Class V—

(1) Excursion to a well laid-out garden of the locality where vegetables are grown by the cultivators.

(2) Recognition of different kinds of vegetables grown in the garden. The students may examine all sorts of vegetables grown in that garden.

(3) Digging, manuring and levelling of the ground.

(4) Transplantation.

(5) Elementary knowledge about sprouting of plants.

Class VI—

(1) Excursion to a well laid-out garden for studying the plan of the garden.

(2) Selection of site for the school kitchen garden.

- (3) Lay-out of garden.
- (4) Providing students with requisite tools.
- (5) To observe the growth of plants.
- (6) Watering.

Class VII—

- (1) Correspondence with firms or stores for seeds of different vegetables
 - (2) Preservation of seeds.
 - (3) To prepare a sketch of the garden showing all geometrical plots in which different vegetables are grown.
 - (4) Studies of different vegetables from books.
 - (5) Diseases of plants.
 - (6) Parasites and how to destroy them.
 - (7) Disposal of vegetables.
 - (8) Accounts to be maintained.
 - (9) To perform easy experiments on plant life.
 - (10) To study the usefulness of vegetables.
- Every class may be asked to write a report on the project.

Project No. 3 : Compost Pits

This project is to be undertaken in classes V to VII.

Class V—Excursion.

- (i) Children will go around the village and observe how manure is used by the villagers.
- (ii) A discussion on how can we make our fields fertile.
- (iii) Talk to villagers who are using compost pits.
- (iv) Providing implements for digging compost pits.
- (v) To help the students of class VI and VII while digging the compost pits and filling them with leaves, grass and any other waste material necessary for the preparation of manure.
- (vi) Usefulness of compost pits.

Class VI—

- (1) Collection of posters and pamphlets throwing light on the benefits of compost pits.
- (2) Selection of site.
- (3) Fixing length, breadth and depth of compost pit.
- (4) Digging compost pits.
- (5) Filling them with leaves, grass and other waste material.
- (6) How does manure lose its fertility by being exposed to rain and air?
- (7) Elementary knowledge about man from books.

Class VII—

- (1) Preparation of posters explaining the utility of compost pits.

- (2) Digging and filling the compost pits and to cover them when filled.
- (3) Some knowledge about the fixation of atmospheric nitrogen.
- (4) Studying relevant literature.
- (5) Deficit agriculture in India. How much we lose by burning cow-dung.
- (6) To perform easy experiments to show the effectiveness of manure prepared in compost-pits.

Project No. 4.—Celebrating festivals.

Observation of festivals, national days etc. offer wide possibilities of training and educating children. Careful planning, is, however, very necessary. Observation of Children's Day is discussed below, as a project for the whole school.

A meeting of the teachers and representatives of the different classes may be held in October to chalk out the programme and distribute work.

Children may be divided into suitable groups—each group having representatives of each class, with a teacher to guide and supervise.

One group will chalk out the programme in fullest details.

Group in charge of cleaning and decoration, may clean the surroundings and building, prepare garlands, and do the decoration. Classroom decoration may be done by each class. Drawing on black boards, putting up pictures, flowers etc. will be done by them.

Entertainment Committee may collect suitable items,—songs, short plays, poems etc., select persons and get entertainment items prepared. It may also help children to prepare short speeches, on different topics regarding the function of life of Pandit Nehru's Childhood, his education, success in life, Children's Day etc.

Another group may arrange for games and sports. It will decide items, prepare children to participate etc.

One group may take up work of preparing invitation cards, decorating, writing, distributing of these and making list of invitees.

One group may be kept in charge of making seating arrangement, welcoming and receiving the public. Arrangements for volunteers for efficient arrangement of the total function will be necessary.

A group will collect pictures and prepare albums, giving information about 'Pandit Nehru', Children of different countries, 'Friends of Children', 'Hobbies of Children' etc. Exhibition of books about Pandit Nehru will incidentally help to introduce children to the Library.

After the function is over, children may write essays and reports on the function, tell about the function in class and school meetings, describe the function in letters etc.

Project No. 5:—Cotton.

Picking cotton during cotton harvest. Both the teachers and pupils may participate in this project. It is a project for all the students of a school in a village.

Planning.—Students should be grouped according to different age levels. The younger ones should go to nearer fields and the older to remoter fields to help harvesting cotton. Tents are to be secured from local authorities to make living arrangements for the older boys going to remoter places. Necessary implements like iron-bars (*Sahhal*) knives and scissors may be made available from local people.

Excursion.—Leaders of groups should go around the harvesting areas and negotiate with farmers how they can be helpful in harvesting cotton. A site for their stay with facilities for getting water is to be selected. Boarding and lodging arrangement should be made by the farmers themselves.

Activities.—(1) Group-wise march to different areas.

(2) To pick cotton during fixed hours.

(3) Pitching the tents on selected sites.

(4) Carrying cotton pads to farmers' stores in small baskets.

Science.—Knowledge about the growth of the plant and its utility.

Recitation.—Harvest songs and poems to be sung while harvesting.

Art.—Sketch of cotton plant. Its flower and pod to be drawn by the students of higher classes.

History.—When was cotton first produced? What did people wear when there was no cotton?

PHASING THE ORIENTATION PROGRAMME

No doubt the activities mentioned in the earlier part of the report already exist to some extent in all good Elementary schools. The orientation programme has therefore to aim at the introduction of those activities which do not exist in the school and strengthening and developing the existing ones.

The Gandhigram Seminar was of the view that the process of re-orientation should begin simultaneously in all non-Basic Elementary schools in each State and should be completed within two years. The Puri Seminar, however, felt that the orientation programme should be worked with effect from the next school session in all Elementary schools. In the opinion of the Chandigarh Seminar although these activities could be introduced in all the Elementary schools simultaneously, it might not, however, be possible for the existing Inspecting staff to effectively supervise and guide such activities in all the schools at once. The Chandigarh Seminar, therefore, recommended that the Inspecting staff should take up for

intensive supervision and guidance 20 per cent of all the schools in the District in the first year and another 30 per cent of the schools in the next year, and the remaining 50 per cent schools in the following year thus covering all the schools in a period of three years. The Bhopal Seminar, however, felt that the orientation activities could be classified into two categories—(1) those which could be implemented during the first year of the programme and those which will require a longer period for implementation. In the latter case there should be a time limit of two years, the whole orientation programme being thus completed by the end of the third year.

The immediate programme shall have to include such of the activities as do not require intensive training for the teacher or involve cost. These programmes can be carried on along with the school work. Some of these activities are given below:—

I. Relating to health and hygiene—

- (a) Cleanliness of classes, school premises, compounds, surroundings, village etc.
- (b) Construction of soak pits and trench latrines.
- (c) Health parade, inculcating habits of cleanliness.
- (d) Games—indoor and outdoor—and P.T.

II. Cultural programmes—

- (a) Observance of National days, such as 15th August, Gandhi Jayanti, Republic Day.
- (b) Observance of religious festivals in the locality.
- (c) Observance of parents' day, children's day, social gatherings, etc.
- (d) Observance of International days.
- (e) Elocutions, dramatics, folk songs, folk dances, dialogues, music and art.

III. Items leading to citizenship training and knowledge of the environment—

- (a) Mass prayers.
- (b) School parliament, students' councils, election of ministers.
- (c) News reading.
- (d) Excursions and visits to places of industrial, social and geographical interest in the locality.
- (e) Organisation of scout troops, volunteer corps, social service leagues.

These and other similar items can be introduced in all the schools immediately. For this purpose, some orientation of teachers may be necessary. Head teachers may be given a week's orientation during the next vacation and they may, in turn, give the necessary guidance to teachers under them. The Seminars felt that large-scale expenditure may not be necessary by the government in the

implementation of this part of the programme if the equipment required is borrowed or supplied by the community. The festivals and functions may be observed by the school jointly with the community and the expenditure minimised.

The second part of the programme consisting of the following and other similar activities may be phased over the next two years:—

- (a) Organisation of groups and projects requiring some special training and finance, such as preparation of projects like manuscript magazines and school bulletins, cooperative stores, adult literacy classes, exhibitions of craft work, first aid and school medicine chest and preparation of models and diagrams.
- (b) Simple crafts such as spinning, weaving of tape and newar, clay work including making of chalk sticks, paper and card-board work, basketry, mat-weaving, cane work, gardening, sewing, knitting and tailoring, use of waste materials in doll making etc. etc.

It was also felt that some of the activities mentioned at (a) above could be introduced during the first year of the programme and the remaining in the second year, in all the schools depending upon local conditions. The schools may be given the choice to select the activities to be introduced in first year and the second year. Large-scale expenditure from Government will not be required in respect of these activities. The necessary funds may be met by the community or by the children through shares, profit in craft work, subscriptions, dramatics and voluntary help, etc.

In respect of crafts mentioned in para (b), any two of these crafts, depending upon local conditions and facilities may be introduced in each school. For this purpose a careful survey of all the schools in the State was considered desirable. One simple craft may be introduced in the first year, and the second one in the following year.

The financial implications involved in the introduction of the simple crafts are as under:—

- (a) Expenditure on simple individual tools required for craft work by the pupils should be borne by the pupils. The Seminars felt that since the crafts introduced will be generally those that are locally practised, parents will have these tools and will not grudge to supply them. Hence, no expenditure is anticipated.
- (b) Expenditure on equipment for work on group basis, such as looms, will have to be met by Government or from other sources. It is estimated that for a class of 50 pupils, the cost of such equipment may come to Rs. 50 on an average for the two crafts selected. With the increase in the number of pupils, the cost of equipment will go up. The rate of increase may be taken up as Rs. 25 for every 50 additional pupils up to an upper

limit of Rs. 250. For calculation purposes Rs. 100 may be taken as the average expenditure on equipment of this type for one school.

- (c) The third type of expenditure is in respect of raw material. Raw materials should be inexpensive and locally available. These may be supplied by the parent or the community or may be collected by pupils, for example, grass for mats, clay for clay work, waste paper and waste materials for dolls, etc. The finished products may be given back to the pupils.

SYLLABUS AND CURRICULUM

While discussing the "orientation" activities, the Seminars have given some hints on the integration of the syllabus and these activities as well as on fitting these activities in daily programmes.

The Seminars, however, generally felt that in order to orient the Elementary schools towards the Basic pattern it would be necessary to devise an integrated curriculum for the schools. The Chandigarh Seminar has further recommended that for some time to come, this integrated curriculum may be spread over two stages, viz., the Junior stage (Grades I—V) and the Senior stage (Grades VI—VIII). These stages would, however, have to be intimately co-ordinated with each other.

The Seminars felt that the integrated curriculum should include activities mentioned in the earlier part of the Report in addition to the syllabus in mathematics, languages, social studies and general science, followed in the Basic schools. This will bring the non-Basic schools very close to the Basic ones.

The Gandhigram seminar also recommended suitable revision of the existing syllabi on the lines adopted in Kerala.

For a successful implementation of the orientation programme, it is important that orientation should not be at the cost of academic achievements. As the Chandigarh Seminar has observed, 'It should be insisted upon that suitable standards are achieved by the children in the contents of courses. A thorough knowledge of the contents of curricula prescribed should be attained by the children. It must be particularly emphasised that the academic attainment of the children in the oriented schools should at least be equal to that of the children in other Elementary schools.'

TIME TABLE

The Chandigarh and the Puri Seminars have also given some thought to the readjustments that would be necessary in the time table on account of the introduction of orientation activities.

The Chandigarh Seminar has recommended the following general principles for revising the time-table:—

- (i) Generally the school should work for five hours in summer and six hours in winter in the plains. At places of severe climatic conditions, adjustment of time may be made according to local needs.

- (ii) Grades I-II should work for $4\frac{1}{2}$ hours, Grades III—V for 5 hours and Grades VI—VIII for 6 hours in winter. Adjustments for summer may be made according to the severity of the weather.
- (iii) The school day of six hours should be distributed into 8 periods—5 of 40 minutes each and 3 of 35 minutes each with a recess of 40 minutes after the fifth period. Morning assembly may be allowed 15 minutes.
- (iv) The weekly distribution may be made as follows:

Academic subjects	.. 32 periods.
Crafts and other activities	.. 16 periods.

The Puri Seminar has, however, drawn up a detailed break-up of time for curricular studies and orientation activities for a week as follows:—

Subject	Grades I & II	Grades III IV & V	Grades VI VII & VIII
	hours	hours	hours
Mother tongue	$4\frac{1}{2}$	$6\frac{1}{2}$	5
National Language or any other Indian language for Hindi-speaking areas	..	..	2
English	..	..	2
Arithmetic	3	$3\frac{1}{2}$	4
General Science	1	2	3
Social studies	1	3	3
Orientation activities of occasional character	2	3	3
Craft activities	3	$4\frac{1}{2}$	$4\frac{1}{2}$
Indigenous games and mass drill	2	2	2
Compulsory orientation activities	$3\frac{1}{2}$	$3\frac{1}{2}$	$3\frac{1}{2}$
	20	28	32

Details of compulsory orientation activities.

- (i) *Safai*—10 m. $\times 6 = 1$ hour per week.
- (ii) Attendance etc.—10 m. $\times 6 = 1$ hour per week.
- (iii) Prayer and announcement—10 m. $\times 6 = 1$ hour per week.
- (iv) Exercise in self-expression—30 m. $\times 1 = \frac{1}{2}$ hour, per week.

$= 3\frac{1}{2}$ hours per week.

In case of classes VI, VII and VIII, it may not be possible to find 32 hours of work in the routine during six working days per week, if one day is a half-working day. In such cases, some of the activities can and should be organised beyond school-hours.

TEACHING AIDS, EQUIPMENT AND APPLIANCES, AND LIBRARY

The equipment, etc. that would be required for undertaking the various activities has already been indicated under each activity. However, in view of the fact that most of the Elementary schools are either ill-equipped or have no equipment at all, it will be necessary that every school is provided with certain teaching aids for effective teaching.

2. The Puri Seminar has recommended that every school should be supplied with the following teaching aids at a cost not exceeding Rs. 250, as follows:—

- (i) *Teaching aids*.—Rs. 70·00.
At least one black-board;
Maps of the District, State, India and the World and a globe;
One gong, a clock and health charts.
- (ii) *Craft materials with ground implements*.—Rs. 70.
A screw-driver, a slide wrench, nuts and bolts and a saw should be included in this. The remaining materials will depend on the craft chosen.
- (iii) *Furniture*.—Rs. 70·00.
- (iv) *Other articles*.—Rs. 40·00.
One drum for drinking water, a mug, teachers' lockable desk.

3. The Gandhigram Seminar has recommended that the following minimum equipment should be made available in all the Elementary schools:—

- (a) Flag with pole and rope;
- (b) First-aid materials;
- (c) Brooms, baskets and spades;
- (d) Some garden implements;
- (e) Inexpensive clay materials;
- (f) Spare black-boards to serve as news-boards;
- (g) Raw materials and craft equipment, tools, etc. for the introduction of simple and inexpensive craft.

4. The Chandigarh and the Puri Seminars have also recommended that every school must have a library containing suitable books. This should contain (a) reference books, (b) guide books for teachers, and (c) books for children.

The Chandigarh Seminar has also suggested that in case each Primary school cannot be provided with a library immediately, each Central Primary School must at least have one and the books available there should be freely lent to teachers of the surrounding schools for the use of their students. It may thus become a circulating library for surrounding schools. An initial sum of Rs. 200 and a recurring annual grant of Rs. 20 may be given to this library for purchase of books. It may be better still if the Education Department provide every school with certain selected books within the above ceiling.

For each middle school library, the Chandigarh Seminar has recommended a sum of Rs. 500 as the initial expenditure and a recurring expenditure of Rs. 50 per annum for the purchase of books. In the opinion of the Puri Seminar, the annual recurring grant should be at least Rs. 60. It further recommended that every Higher Elementary/Middle school should be given a daily local newspaper so that the teachers may read it regularly and give selected information to students. Senior students may also use the newspaper.

PRODUCTION OF SUITABLE LITERATURE FOR TEACHERS

There is already an acute shortage of literature on Basic education. The Regional Seminars, therefore, recommended that immediate steps may be undertaken to produce suitable literature for schools to facilitate the process of orientation, as an adjunct to the orientation seminars, short-term training courses, refresher courses, etc. Such literature will fall under two categories:

(1) *Subject Matter*.—Relating to the items included in the orientation programme.

(2) *Methodology*.—How to implement these programmes and co-relate them with topics in the syllabus.

The Gandhigram Seminar has also recommended the preparation of guide books for the inspecting staff which may be distributed free of cost.

The Bhopal Seminar which gave considerable thought to this problem have made the following recommendations:—

- (a) It is common experience that some very good literature on the activities generally followed in Basic schools has been prepared in Basic Training Institutions and is lying in cold storage. Such literature may be collected, scrutinized, and published for the orientation programme. This will go a long way in meeting the needs and requirements of Basic schools as well.
- (b) Some very good books and charts in English having a direct bearing on orientation activities, have already been published. Such books and charts may be made available to teachers in the Regional Languages.
- (c) Some of the new publications on the activities may be undertaken at the National Institute of Basic Education, New Delhi, and may then be supplied to the schools free of cost. Books may also be prepared on "no profit—no loss" basis, and may be made available to the States where they may be translated into the Regional Languages by the State Education Departments and supplied to schools.
- (d) The language of new publications should invariably be suited to the level of understanding of teachers of the schools. The new publications should be amply and suitably illustrated with pictures and diagrams.

- (e) Literature produced by Fundamental Education (Social Education), N.E.S., and C. D. Departments should also be made use of.

As stated above, the literature programme will cover two aspects:—

- (i) contents, and
- (ii) methodology.

The Bhopal Seminar has also worked out a list of selected topics under each aspect. The topics have been selected to suit the age group 6 to 14. The Seminar also suggested that the production of literature may also be taken up in a phased manner corresponding to the phased programme of orientation.

LISTS OF TOPICS

I. *Literature on healthy living:*

- (i) Personal Hygiene.
- (ii) Social Hygiene and community cleanliness.
- (iii) Balanced diet and mid-day meals.

II. *Literature on citizenship and social living:*

1. A collection of devotional and inspirational songs.
2. Collection of moral stories from Panchtantra and Hitopadesh, etc.
3. Collection of mythological stories.
4. Lives of great men of India including saints, scientists, scholars, poets, social reformers and national heroes.
5. Benefactors of mankind.
6. Community helpers: Farmer, weaver, carpenter, blacksmith, potter, tailor, village chaukidar, postman, policeman, cobbler, nurse, doctor, priest and teacher.
7. Good manners.
8. National songs.
9. Our Home—including patterns of families and family living
10. Our community.
11. Inter-dependence of towns and villages.
12. Religions in India—essentials of different religions.
13. Our festivals and celebrations (social, religious, economic national and international).
14. Our fairs.
15. Shala Sansad (School Parliament).

III. *Literature on a better knowledge of the environment.*

1. Chief land forms.
2. Crops in the neighbourhood.
3. Our animals and their habits.

4. Our birds.
5. Insects and pests.
6. Flowers and fruits in the neighbourhood.
7. Building material.
8. The story of the evolution of the house.
9. The story of cloth.
10. Evolution of transport and communications.
11. The story of the post-card.
12. The story of writing.
13. The story of the book.
14. Cottage industries.
15. The familiar stars and planets.
16. Evolution of architectural patterns.

IV. *Literature on simple crafts:*

1. Waste materials and how to use them.
2. Paper and card-board work.
3. Clay-modelling and toy-making.
4. Wood-craft.
5. Metal-craft.
6. Spinning and weaving.
7. Gardening.
8. Pottery.
9. Soap-making.
10. Leather craft.
11. Home-craft.
12. Bamboo craft.
13. Basketry and cane work.
14. Fibre-craft.



V. *Literature on Recreational and cultural activities:*

1. Collection of one-act plays suited to various occasions.
2. Collection of action songs.
3. Collection of folk-songs, illustrated with pictures on folk-dance.
4. Our hobbies and pastimes.
5. Indian games and sports.
6. Collection of selected poems in the Regional languages.
7. Collection of musical songs.
8. Quarterly magazines on the practice of Basic Education to be published by the Training Institutions may also be made available to schools.
9. Preparation of film-strips and slides on topics connected with activities in Basic schools.

10. Preparation of a bibliography on films, film-strips and slides, etc. prepared in various States on activities on Basic Education.

11. Collection of Bhajans.

12. Collection of Alpana designs.

VI. *Literature on Social service activities, linking the school with home and the community:*

A. *Preparation of charts depicting activities carried on in a Basic school and in the community.*

B. *Methodology.*

I. *Healthy living:*

1. Organising health campaigns. How to organise health squads, fire squads, etc.?

2. How to organise village safai programme?

II. *Citizenship training and social living:*

1. How to observe festivals?

2. How to organise functions and fairs?

3. How to organise and conduct *Shala Sansad* (School Parliament)

III. *Better knowledge of the environment:*

1. How to organise trips, excursions and picnics?

2. How to use charts, maps and globes, etc.?

3. How to prepare, maps, charts and models?

4. How to use material and teaching aids?

IV. *Simple crafts:*

Hints to be given on methodology.

V. *Recreational and cultural activities:*

How to organise recitations, *kavi sammelans*, *mushairas*, dialogues, discussions, dramas, folk-dances, variety shows, etc.?

VI. *Miscellaneous:*

1. How to evaluate the outcomes and skills, etc.?

2. How to maintain records and how to report, etc.?

The items suggested above have been listed with due regard to the courses of studies prescribed for Basic and Traditional schools. The Seminars, however, suggested that composite syllabus for Basic and non-Basic schools in different States may be suitably prepared on the basis of units and activities so as to facilitate the correlation of activities and the informational contents. It is highly desirable that the text-books for schools may also be prepared with due regard to the activities culminating in the various units laid down in the syllabus.

The Bhopal Seminar also recommended that so far as publication of the magazine is concerned, the State Government may subsidise the publication of magazines on the theories and practices of Basic Education by the Basic Training Institutions in the States. It further recommended that Rs. 10,000 per year may be provided by each State for the publication of the new literature.

PRODUCTION OF TEACHERS AND INSPECTING OFFICERS

As it is, a large majority of our Elementary school teachers are either trained in the traditional system or not trained at all. It is, therefore, necessary for a successful implementation of the orientation programme that the teachers should have a clear concept of what Basic education is and what the orientation programme stands for. The preparation of teachers and inspectors is important for not only dispelling misconceptions amongst field workers, but it is also considered absolutely necessary to receive active co-operation of teachers and inspectors.

The Gandhigram seminar has recommended that State level seminars for educational officers may be conducted in the first instance followed by district level seminars. The Deputy Inspectors should convene conferences, seminars and training courses for teachers of Elementary schools at the teachers' association centres. The monthly meetings of the teachers should be made full use of for giving guidance to the teachers.

The Chandigarh seminar has suggested refresher courses for non-Basic trained teachers and the organization of mobile training squads. It also suggested orientation courses of two to four weeks duration for district inspecting staff at Post-Graduate Basic Training Colleges during long vacations.

The Bhopal seminar has made the following recommendations:

I. Seminars and Training Camps.

Seminars should be arranged for Education Officers at the State, Regional or District level at a very early date for a discussion of an orientation programme and its implementation. Assistance of the Principals of the Basic Training Colleges, their staff and of such of the Officers of the Education Department as have attended any of the four Regional Seminars arranged by the Ministry of Education for the orientation programme, may be taken in running the seminars. The duration of these seminars should not exceed seven days.

(2) District-wise, or division-wise seminars of subordinate inspecting officers should be arranged under the guidance of the Heads and members of the staff of Basic training institutions and the district officers. The duration of the seminar should not exceed seven days.

(3) The subordinate inspecting officers in turn should arrange in each district, training camps for teachers during school-breaks and vacation with the assistance of the members of the staff of the Basic training institutions located in that area, the duration of the camps being kept as 7—10 days.

Since the orientation programme shall have to cover all the non-Basic schools and the number of trained teachers is small, it will not be possible to carry through this programme of orientation of all the schools if the training camps are arranged only for trained teachers. Untrained teachers also will have to be included.

II. Source Material:

The Pamphlets on—

- (1) Concept of Basic Education—Government of India publication.
- (2) Orienting Primary Schools Towards the Basic Pattern—by Shri Ramachandran (Government of India Publication).
- (3) Basic Activities in Non-Basic Schools (National Institute of Basic Education).
- (4) The Reports of the Regional Seminars held at Chandigarh, Gandhigram, Puri and Bhopal.
- (5) The Type Plan for conversion of Primary School into Basic School (Government of Bombay Publication).

III. Topics for Orientation of Education Officers:

- (a) Concept of Basic education.
- (b) Introduction of orientation activities.
- (c) Elements of craft work.
- (d) Social and cultural programmes.
- (e) Community living.
- (f) Evaluation of results achieved by the orientation programme.

IV. Organization of Seminars and Training Camps:

(a) For seminars of Inspecting officers, heads of institutions and the staff of the Basic training institutions, District Officers who have previously attended a seminar on the orientation programme should form the resource personnel.

(b) For running the training camps, members of the staff of the Basic training institutions should be associated with district officers, who have attended any of the above seminars.

V. It has been suggested that whenever C.D. and N.E.S. facilities are available for arranging seminars and training camp activities, such facilities may be availed of.

VI. Financial Aspects:

The participants of the seminars and the training camps should get the usual T.A. and D.A. facilities by the Government.

A nominal sum for running the seminars and camps and for equipping them with necessary literature and for covering up the incidental charges shall, however, be necessary. Provision for the grant of Rs. 100 shall have to be made by the department in the initial stages.

VII. Phasing of the programme of Orientation:

The orientation of teachers should be so phased as to be completed in a period of three years.

VIII. In-Service Training:

The orientation of the teachers in their own schools does not appear to be a practical proposition as many teachers will not be available in each locality and this type of individual attention will take a long time. This approach may, however, supplement the seminar and training camps whenever possible.

IX. Orientation in the Attitude of Inspecting Officers:

It is desirable that a democratic approach should be adopted by the inspecting officers at the time of inspections, visits and assessment of the achievements.

The Bhopal Seminar has also prepared a list of useful practical hints for organizers about day-to-day conduct of these seminars. This list is given at Appendix III.

However, as pointed out by the Puri Seminar, such seminars will only initiate the process. But for making the orientation programme fully effective it is necessary to provide for in-service training of the teachers who are not trained in Basic education for a period of about five weeks. For the purpose of this in-service training the teachers should be selected in such a manner that at least one teacher in every Elementary school may be in a position to get this intensive training so that he may push the orientation programme with vigour and zeal. This process may be expensive and it may not be possible on the part of the governments to find funds for this in the immediate future. Nevertheless, if the process is continued for some years, it should be possible to attain the objective.

Further, in every State there are some Basic training institutions and some training schools of the traditional type. The orientation activities suggested herein are regular features in Basic training schools so that every pupil-teacher gets conversant with these. But traditional training schools may not have such facilities. It is necessary that every trained teacher henceforth should be conversant with orientation activities. Hence some of the activities mentioned in the foregoing chapters should be introduced forthwith in every training school of the traditional type so that the teachers trained hereafter at these institutions may also be thoroughly conversant with the orientation process and may carry on the programme with success.

SUPERVISION AND STAFFING OF THE ORIENTED SCHOOLS

Supervision

The Seminar drew attention to the fact that the success of the orientation programme will depend to a great extent on the initiative and continuous activity on the part of the inspecting officers, and, therefore, recommended that the inspecting officers should themselves be fully conversant with the principles and practices of Basic education.

2. The Educational Inspector, it must be realised, is a partner with the teacher and in evaluating the progress of any educational enterprise, he should look upon it as his joint venture with the teacher. The Inspector helps the teacher to feel secure, and by dint of humanitarian approach ensures his co-operation.

3. The Bhopal Seminar has pointed out that even a trained teacher lapses into ignorance after a length of time. By providing useful literature, consultations and demonstration lessons frequently, the inspector increases the professional ability of the teacher and helps him to feel more secure. The Inspector may not be a master of every branch of knowledge or technique and where necessary he may seek the co-operation of experts. In order to be able to do this the Inspectors should be relieved of much of the routine and administrative work.

In this connection, the Puri Seminar has recommended the following measures:—

- (i) The inspector should be relieved of the routine administrative work to enable him to pay more attention to the execution of the orientation programme.
- (ii) The sub-inspector of schools should spend at least one full day in the school on each visit and there should be at least two such visits a year.
- (iii) No sub-inspector of schools should have more than 50 schools under his jurisdiction. The area of the sub-inspector should also be so defined that he may not have any difficulty in covering his area in visiting all the schools at least twice a year.
- (iv) If in the course of inspection, the inspector finds a technique of orientation followed in a school to be effective, he should report the matter to the Director of Public Instruction through the proper channel, so that the Director of Public Instruction may examine the proposals and if he considers it desirable, it may be brought to the notice of other schools and inspecting officers.
- (v) The sub-inspector of schools should adopt at least one school of three classes and one school of five classes (2 schools of 5 classes if there is no three class school) to serve as demonstration centres for adjoining schools.
- (vi) The deputy inspectors and district inspectors should adopt a Higher Elementary or a Middle school each for similar purpose.
- (vii) The inspecting officers should, at the time of inspection, suggest the introduction of a new orientation programme if they consider that the school is ripe for it and can manage it successfully.

Staff

According to the Gandhigram Seminar, every school should have at least one Basic-trained teacher. The Chandigarh Seminar, however, felt that it would be desirable to have in every Primary school at least one and in every Middle school at least two Basic-trained teachers.

The Puri Seminar has also recommended that simple craft activities should be considered as essential (even without attempting correlation with craft work) and should be made compulsory as early as possible. These activities evidently cannot be conducted efficiently by persons who have not been trained for the purpose. It, therefore, recommended that necessary steps be taken to train craft teachers and appoint at least one such teacher in each Higher Elementary school. It also recommended that in every Middle (Middle Vernacular or Junior High or Senior Elementary) school there should be a whole-time craft teacher and one of the teachers should have the necessary training to conduct games, physical training etc.

Teacher-Pupil Ratio

The Chandigarh Seminar considered that it would greatly facilitate the implementation of the orientation programme if the teacher-pupil ratio does not exceed 1:35 and if the number of single-teacher schools is reduced to the minimum.

The Puri Seminar found that the number of grades and teachers in Elementary schools varies from State to State. Although single-teacher schools might be inevitable in certain areas for various reasons, the Seminar was of the opinion that:—

- (i) No school with five grades should have less than two teachers; and
- (ii) If the roll strength of a school exceeds 50, a second teacher should be appointed.

SECURING PUBLIC CO-OPERATION

The Seminars also realised that many items in the orientation programme suggested by them will require public co-operation for implementation. They felt that if tapped on right lines, public co-operation can considerably ease the ways-and-means position in respect of funds, equipment, buildings, land, playgrounds etc. The 'public' for this purpose may include not only the parents and local population but the more organised public bodies, e.g. Panchayats, School Boards, Municipalities.

The Puri Seminar has already emphasised the need for planning orientation activities in conformity with the requirements and aspirations of the community. The Bhopal Seminar has suggested the following practical programme for creating a favourable public opinion and securing public co-operation.

The following agencies, if rightly and tactfully approached, would help in the propagation and implementation of the programme:—

District level:

- (1) District Development Board.
- (2) District Building Committee.
- (3) District School Boards.
- (4) Janpad Sabhas.
- (5) Co-ordination Committee meetings of District Officers.

Taluka level:

- (1) Taluka Boards, if any
- (2) Municipal School Boards, if any
- (3) Meetings of *Talatis* organised by the *Mamlatdars*.

Village level:

- (1) Village Panchayats.
- (2) Village School Committees.
- (3) Meetings of *Talatis* organised by the *Mamlatdars*.

Group level:

- (1) Gram Sevak and parents.
- (2) Other private organisations like Bhoodan Mandals, Gurudeo Seva Mandal, Mahila Mandals and others.

How to make an approach? By:—

- (1) Arranging suitable talks at all levels by officers of the Department.
- (2) Arranging suitable talks by Educationists and others interested in the subject.
- (3) Organising exhibitions wherein the work of the pupils is exhibited.
- (4) Occasionally visiting the houses of pupils who are either ill or irregular. Parents will feel that the teachers are keenly interested in their children and will be prepared to understand the teachers' view-point in educational and other matters.
- (5) Publication of suitable material through the press in regard to the results achieved by the pupils in different activities occasionally.
- (6) Social Series programme.

The Seminars have suggested the following as some of the possible ways to raise the additional funds required for working out the Orientation programme successfully:—

- (1) Enthusing the public (including philanthropists) to give contributions from Local authorities and Gram-Panchayats towards developing libraries, running a Community Centre etc.

- (2) Money realised from the sale proceeds of craft produce may be allowed to be utilised for the benefit of the Children themselves.
- (3) Profits realised out of students' stores should be added to the school funds.
- (4) Organising entertainment programmes. Rangoli programme fetching some income.
- (5) Collecting donations in kind at the time of harvest because the village people find it easier to contribute in kind.
- (6) Co-operative Societies may be permitted to contribute to school funds as allowed under the rules.
- (7) Tapping public concerns for donations or equipment necessary for schools wherever possible.

The Bhopal Seminar also expressed a fear that a disproportionately large amount of human energy is expended on various odd jobs for raising public funds. As a lot of work in this connection is to be done by the teacher, it may damp his enthusiasm. It, therefore, suggested that some fund of a semi-permanent nature under the name of Bal-Nidhi, should be instituted, which may stand analogy to consolidation term fees collected in the middle schools for similar purpose. This fund may be instituted under the general control of the local authority or Government as the case may be. It may be raised at the rate of one anna on voluntary basis per child per month from parents through local school committees. The funds collected in this way from the school area should ordinarily be expended in the same area.

Equipment

Services of the local artisans *viz.* masons, carpenters, blacksmiths etc., should be tapped, if possible, in the form of shram or kala-dan for preparing minor school equipment like agricultural tools and repairs etc. The children whose parents are engaged in those professions could also be approached to persuade their parents to undertake such minor work voluntarily.

The Candigarh Seminar felt that the local craftsman could be similarly persuaded to work honorarily on a part-time basis. This may be tried wherever it is not possible to have trained teachers in crafts immediately.

Funds

The Bhopal Seminar calculated that even a one teacher school with 40 pupils on roll and an average attendance of 30 to 32 will be able to raise a consolidated fund of Rs. 2 p.m., i.e., Rs. 24 per annum plus annual donation amounting to Rs. 15 or Rs. 16 taking the total to Rs. 40 per year. This should ordinarily suffice to meet

the minimum needs in respect of securing expenditure required for organising activity programmes. It also suggested the following measures to be adopted in this connection:

- (1) A strong campaign with the help of local social workers should be launched for securing donations of land for the schools for gardening, play-ground etc. Similar attempts should also be made to secure private buildings, *Dharam-shalas*, temples, for the use of the school or craft-work.
- (2) Claims of schools for available Government land in the village should receive priority.
- (3) It also commended the example of *Shala Funds*, as in Surat, to be adopted in other areas. The District School Board, Surat, has established shala-funds in all the primary schools under its control by a Resolution. A receipt book is supplied to each school from the District School Board Officer. It is common among villagers to distribute sweets, gram, to school children when they come to admit their wards in the primary school for the first time. On certain traditional occasions of charity e.g. marriage or death of some one in the family etc. there is a general tendency to help the school. The teacher issues a regular receipt and credits for the amount in the Post Office Savings Bank Account. When necessity to incur some sundry expenditure arises, the teacher spends the amount from the school fund with the permission of the Administrative Officer. The account is checked by the Supervisors of the District School Boards as well as Government inspecting officers. There are schools with an amount of Rs. 15 to Rs. 300 and more to their credit. The scheme was reported to be working satisfactorily.

ASSESSMENT AND EVALUATION OF THE ORIENTATION PROGRAMME

As already observed, the orientation programme is not merely a prelude to a process of converting the Primary (Non-Basic) schools to the Basic pattern, but is intrinsically a sound programme in itself; and, if followed faithfully, will enrich the school curriculum. Any assessment of the orientation programme will be incomplete without evaluating its educational outcome, i.e. its contribution to the development of the child. On the other hand, such an assessment should also indicate how far the scheme has prepared the oriented schools to receive the full Basic education programme.

This, the Seminars felt, will also help to understand the difficulties experienced in the implementation of the orientation programme at various levels as well as to estimate the extent to which the programme has been helpful in enriching the child's personality and improving the tone of the school. Assessment should, therefore, be both qualitative and quantitative.

Assessment of the Pupils' progress

Introduction of the 'Orientation Programme' will necessitate a change in our examination technique and application of attention to the development of personal traits in the matter of promotion etc.

The Puri Seminar has suggested that since (according to that seminar) the distribution of time for curricular and craft activities should be in the ratio of 4: 1, the same ratio should be observed in the assignment of marks to these activities, and promotion from one class to another should depend upon passing tests in curricular and craft activities separately.

The Seminars recommended that in order to maintain reasonable academic standards, there should be, at the end of class V/VIII, an external assessment mostly by inspectors and teachers (other than teachers in the school). Further, there should be two periodical examinations every year including the annual examination.

The Puri Seminar has also recommended the assessment of the following personal traits of students from personal observation by the teachers on a three-point scale:

- (a) Attendance,
- (b) Punctuality,
- (c) Community life,
- (d) Habits of cleanliness,
- (e) Leadership,
- (f) Health,
- (g) Proficiency in games, sports etc.,
- (h) Interest in cultural activities.

It further recommended that each school should maintain a register in a prescribed form (Appendix IV). One page may be assigned to each student to record the marks in the academic subjects and craft activities as well as remarks on general personality traits from year to year. Wherever possible, the progress report cards should be sent to guardians.

The Chandigarh Seminar has drawn attention to an important fact that it is necessary to acquaint the teacher properly with the objectives of the programme viz:—

- (1) An integrated and harmonious development of the child's personality—physical, intellectual and moral.
- (2) A healthy sense of values in life.
- (3) Interest in social and physical environment.
- (4) Stimulating learning through personal experiences in actual life situations.
- (5) Inculcation of qualities of co-operation, team spirit and leadership.
- (6) Developing self-expression, creativity, initiative and self-reliance.
- (7) Adding to the child's knowledge as an individual.
- (8) Discipline.
- (9) Profitable use of leisure. (See also under "The Orientation Programme-Basic considerations").

So far as the realisation of these objectives is concerned, the Chandigarh Seminar felt that the administration of psychological tests with precision is not possible in the existing circumstances for the ordinary teacher of a school. It, therefore, suggested a more concrete and simpler line as follows:

1. *An integration and harmonious development of the child's personality—physical, intellectual and moral.*

The evaluation of the child's physical development should be done by periodical medical tests. The teacher should maintain a record of height, weight and chest. Besides, the teacher should give adequate attention towards posture and normal physical development of the child.

Intellectual growth may be measured through scholastic tests and examinations. The child's academic attainments be evaluated at least once a month. In addition to these, quarterly, half yearly, and annual examinations should also be held; but in the months when these fall, there would be no monthly tests.

The promotion should be based on the record of work done throughout the year.

Some of these examinations may also be based upon objective attainment tests and questions requiring short but apt answers.

Oral examinations should also be encouraged, particularly as a part of the monthly tests.

2. *A healthy sense of values in life.*

The child should show an appreciation of the different values in life. He should be in a position to discriminate between the approved and the unapproved forms of behaviour. For example respecting the elders, loving the class-fellows and other children in the school, are activities which are looked upon with approbation, while activities such as telling lies, stealing, abusing, and other forms of delinquent behaviour are disapproved. The child's appreciation of the values of life and his sense of these values can be judged through systematic observation of the behaviour of the child inside and outside the classroom.

3. *Interest in social and physical environment*

The child should develop a keen interest in his natural surroundings, community life and the physical environment. Some of these activities may be such as a visit to the fields at various seasons, visit to the railway station, post office, octroi post, local factories, power house etc. including visits to and participation in community fairs and community dinners. While the questionnaire method may prove more helpful in judging the child's interest in physical and natural environment, systematic observation of behaviour would yield better results in so far as his interest in social environment is concerned.

4. *Stimulating learning through personal experiences in actual life situations.*

The activities should stimulate learning through the child's own experience by enabling him to live in actual life situations.

The methods of evaluation enumerated under item 3 above may be used here as well.

5. *Inclusion of qualities of co-operation, team spirit and leadership.*

The evaluation of social activities of the child, his capacity for leadership and team spirit can be by observing his behaviour in social gatherings, meals, and school functions. It would be better if rating scales are prepared for them by the teacher and marking is done on the basis of the behaviour shown in such situations.

6. *Developing self-expression, creativity, initiative and self-reliance*

The achievement of the qualities of creativity, self-reliance, self-expression, initiative etc. can be evaluated through the products of art and craft prepared in the school and through other activities.

7. *Adding to the child's knowledge as an individual*

The test of the child's learning will be complete with the evaluation of items 1 to 6 above but in order to check that the child makes use of his knowledge profitably, the quality and quantity of the articles prepared by him outside the classroom may be assessed, keeping in view the standard of his performance in the school.

8. *Discipline*

A proper sense of discipline must be cultivated. Discipline should come from within and not be superimposed. This can be judged by observing the child's behaviour in the absence of the teacher in the classroom and outside the classroom.

9. *Profitable use of leisure*

The co-curricular activities and hobbies in which a child is interested will indicate how far he can profitably make use of his leisure.

(B) *Tools of Evaluation:*

The term "tools of evaluation" refers to the methods and techniques which may be adopted in judging the outcome of the learning. The word "learning" is being used in a wide sense so as to include all such activities which contribute to the increase of the child's knowledge and an all-round development of his personality.

(i) *Examination*

The most common tool of evaluation is the age-old system of examination, which in spite of its defects and short comings cannot be dispensed with. But stress should be laid on oral examinations and setting of such questions which would be clear, concrete and

precise. The questions should not encourage cramming but should develop an intelligent understanding, the application of facts, situations and other scientific principles.

(ii) *Systematic Observation*

The second tool of evaluation is 'systematic observation', i.e., the observation of children's behaviour in a careful and organised manner. The behaviour of the child both inside and outside the classroom requires to be carefully observed, so that the teacher may be in a position to understand him well and offer him proper guidance.

(iii) *Grading*

Grading is another very useful method of evaluation where a child may be placed with reference to certain traits of his personality, or his achievements in the various co-curricular activities. A 3-point or a 5-point scale may be adopted as follows:—

1. Above average
2. Average
3. Low average
- or
1. Excellent
2. Good
3. Average
4. Poor
5. Very poor

(iv) *Intelligence tests*

In order to get an estimate of intelligence of children, it would be advisable to administer intelligence tests wherever available. This would enable the teacher to correlate the attainments of the children with their native intelligence, and account for deviations as well.

(v) *Evaluation of the products of the crafts*

Proper assessment should be made of the products of various crafts learnt by the children. This should be sympathetically done, so that the child does not lose his interest in the work.

In order that the above techniques of evaluation may be faithfully employed, the Chandigarh Seminar has also made the following suggestions for the proper application of the various tools or techniques of evaluation:—

- (a) The teachers in the oriented schools should be made conversant during their orientation training with certain basic psychological principles and techniques of evaluation.

- (b) The inspecting officers should give every possible help to these teachers for the effective application of the above techniques.
- (c) The Department of Education of the State may envisage the possibility of organising psychological tests etc. so that they may be devised, standardised and administered properly.
- (d) The Supervisory staff of the oriented schools may also be increased to facilitate adequate evaluation of the achievement of the objectives of education at this stage.

C. Cumulative Record Card and Its Uses

The Chandigarh Seminar has also emphasized that in an oriented school a child should be assessed as a whole and not piece-meal. A complete picture of an all-round progress of the child can be had only if cumulative records are maintained in respect of each child. The Seminar also worked out a tentative proforma (Appendix V), which could with some modifications, where necessary, be adapted in all the oriented schools. The Seminar has also recommended that the teachers should be given two half (1-2) days in a month for this work.

The Seminar also felt that a cumulative record card can serve a very useful purpose if properly maintained. It recommended that these cards should remain in the custody of the Headmaster and be shown to the parents-guardians of the children periodically so that they may also know about the progress of their children and help in their improvement.

Evaluation of the Entire Programme

In order that this assessment may be objective and as reliable as possible, the Gandhigram Seminar has emphasized that it is necessary that a quick preliminary survey of the existing conditions of schools should be made before launching upon the programme. Such a survey besides furnishing data for launching the programme will enable to make a comparative study of the conditions of the schools and the pupils before and after the implementation of the programme. In other words, it will help to find out how far the programme has improved.

This survey, according to Gandhigram Seminar, should cover the following aspects and be conducted by the inspecting officers with the help of the Headmasters of Elementary schools:—

- (a) Accommodation, equipment and other physical conditions of the schools.
- (b) Staff—How many are Basic trained?
- (c) Facilities for craft work both in the school and the village
—Resources in raw materials and the traditional handicrafts of the village.

- (d) The organizational set up of the school.
- (e) The nature and scope for extension work in the village.

For the sake of convenience of the administrators, the Gandhigram Seminar has worked out a detailed proforma for the purpose (Appendix VI).

Various levels

The Seminars have recommended that the assessment programme could be undertaken at various levels as follows:—

- (1) *At the pupils' level.*—The children may be encouraged to assess their own progress and the results of such assessment compared to the assessment made by the School Committee.
- (2) *At the Teachers' level.*—Each class teacher should maintain records of the progress of children of his class in the various activities. This has already been dealt with at length under "Evaluating the Educational Outcome".
- (3) *At the Schools' level.*—The Gandhigram Seminar has recommended the setting up of a local assessment committee which may be formed for each school by associating local people who take interest in educational matters. The Headmaster with the help of the records mentioned above and the assistance of the local committee will prepare and submit to the inspecting officer a quarterly report on the progress made.
- (4) *At the Departmental level.*—According to the Gandhigram Seminar, the inspecting officers should in turn check up these reports during visits and make comparative review that will be forwarded to all Headmasters and submitted to the District Educational Officer with such additional remarks as are found necessary. The District Educational Officers may review the work done in the various sub-districts or ranges and submit a detailed report to the Director of Public Instruction at the end of the year. The Director's report to the State government should be based upon these district reports.

The Bhopal Seminar has worked out a proforma for use by the immediate inspecting officers and the subordinate inspecting officers for annual reporting to the higher officers. It has been recommended that this proforma (Appendix VII) may form a part of the Annual Inspection Report.

State Level Assessment Committee

The Gandhigram Seminar has also recommended that each State should set up at the end of one year a State level Assessment Committee which should make a comparative survey of the results achieved and submit its recommendations to the Government for implementation. In the opinion of the Gandhigram Seminar, this Committee may necessarily have to be a Standing Committee for some time so that the assessment and evaluation may be a continuous process and that it may make suitable recommendations as and when necessary.

The Committee may consist of a few distinguished educationists and representatives of both the inspectorate and the teachers. Some Headmasters/Principals of the Basic training schools may also be associated with this committee.

The Committee will have the report of the Director of Education/Public Instruction on the progress of the implementation programme and may supplement it by the impressions gathered by its members after visiting representative institutions in the State. The Committee should be charged with the following functions:—

- (a) Evaluation of the results achieved by the orientation programme in regard to—
 - (i) the all round development of the child's personality.
 - (ii) the improvement in the tone and quality of work done by schools.
 - (iii) the extent to which the school has been able to contribute to the enrichment of the village community and draw sustenance from it.
 - (iv) the extent to which skills of pupils' fingers and their interest in productive work have been developed.
 - (v) the extent to which children have developed self-reliance and resourcefulness through their own self-government.
- (b) Determine the number and names of schools which are ripe enough for conversion into full-fledged Basic schools in the order of priority of areas (not individual schools).

APPENDIX I

LIST OF DELEGATES TO THE FOUR REGIONAL SEMINARS

Reorientation Seminar on Basic Education, Southern Region held at Gandhigram from 1st to 7th June, 1958

List of Delegates

Shri G. Ramachandran, Director, Gandhigram,—Director of the Seminar.

Andhra Pradesh

1. Shri A. Phanendrudu, Deputy Director of Public Instruction (Finance), Andhra Pradesh, Hyderabad.
2. Shri S. Sathiyannarayana Patnaik, District Educational Officer, Visakhapatnam.
3. Shri K. Venkateswara Rao, District Educational Officer, Hyderabad District.
4. Shri D. Viswanarayana, District Educational Officer, Adilabad.
5. Shri V. Ramachandran, District Educational Officer, Cuddapah.
6. Shri P. Audi Narayana, District Educational Officer, Kakinada.

Kerala State

1. Kumari A. K. Sarojini, Graduate Assistant, Basic Training School, Muvathupuzha.
2. Shri E. S. Parameswaran, Assistant Educational Officer, Kollengodu, Palghat District.
3. Shri V. G. John, Assistant Educational Officer, Kottayam District.
4. Shri A. Sankara Pillai, Principal, Post Graduate Basic Training College, Trivandrum.
5. Smt. C. Pathmavathy Amma, Graduate Assistant, Mangayil High School, Maradu Post, Ernakulam District.

Madras State

1. Shri M. K. Nagarajan, District Educational Officer, Erode.
2. Janab S. Md. Habib, District Educational Officer, Trichy.
3. Shri R. V. Rhudrappaswamy, District Education Officer, Virudunagar.
4. Shri K. Kandaswamy, District Educational Officer, Dindigul.
5. Shri J. A. Right, Lecturer, Post Graduate, Government Basic Training College, Orathanad, Tanjore District.
6. Shri S. Veeraswamy, District Educational Officer, Madurai.

7. Shri K. Venkatasubramanian, District Educational Officer, Tinneveli South, Palamcottah.

8. Smt. S. Duraiswamy, Inspectress of Girls' Schools Madurai Circle, Madurai.

9. Shri J. A. Ryan, District Educational Officer, Chingleput at Madras.

Minicoy Islands

1. Shri K. K. Gopalan Nambiar, Assistant Educational Officer, Laccadive, Minicoy and Aminidivi Islands, Calicut.

Mysore State

1. Shri K. S. Raja Iyengar, District Educational Officer, Mysore State.

2. Shri B. M. Kudubi, District Educational Officer, South Kanara, Mangalore—2.

3. Shri B. Mariraj, District Educational Officer, Hassan District.

4. Shri C. S. Bennur, District Educational Officer, Mandya District.

New Delhi

1. Shri J. K. Shukla, Director, National Institute of Basic Education, Government of India, New Delhi.

2. Miss Adarsh Khanna, Research Assistant, National Institute of Basic Education, Government of India, New Delhi.

Invitees to the Seminar

1. Shri R. Srinivasan, Headmaster, Post Basic School, Gandhigram.

2. Shri K. S. Balanetram, Headmaster, Basic Training School, Gandhigram.

3. Shri R. Srinivasan, Deputy Director, Social Education Organisers' Training Centre, Gandhigram.

4. Shri V. Krishnamurthy, Executive Secretary, Rural Institute of Higher Education, Gandhigram.

Northern Regional Seminar held at Chandigarh from 14th to 20th June, 1958

List of Delegates

Director:

Professor I. M. Verma, M.A. (Cantab), Director of Public Instruction, Punjab, Chandigarh.

Joint Director:

Dr. Salamat Ullah, Principal, Teachers' Training Institute, Jamia Millia, New Delhi.

*Delegates**Delhi State*

1. Shri O. P. Ahuja, Inspector of Schools, Education Department, Municipal Corporation, Delhi.
2. Shri Ram Lal, Inspector of Schools, Education Department, Municipal Corporation, Delhi.
3. Shri Deep Chand Solanky, Research Assistant, National Institute of Basic Education, 55 Friends Colony, New Delhi—14.

Himachal Pradesh

1. Shri G. L. Sharma, Education Officer, Kennedy House, Simla-4.
2. Shri H. P. Kulshreshtha, Assistant Director of Education, Himachal Pradesh, Simla.
3. Professor Bidhi Singh, Acting Principal, Government Post-Graduate Basic Training College, Solan (Himachal Pradesh).
4. Shri Sohan Lal Verma, District Inspector of Schools, Chamba (Himachal Pradesh).

Uttar Pradesh (Observers)

1. Shri D. D. Tewari, Officer on Special Duty (Basic Education), Directorate of Education, U.P. Allahabad.
2. Dr. Jai Gopal Verma, Officer on Special Duty (Reorientation), Directorate of Education, Uttar Pradesh, Allahabad.
3. Dr. M. C. Pant, Under Secretary to U. P. Government, Department of Education, Uttar Pradesh, Lucknow.
4. Shri R. K. Bountra, Deputy Director of Education, Gorakhpur Region, Gorakhpur.

Jammu & Kashmir

1. Shri Indra Prakash, Tehsil Education Officer, Udhampur.
2. Shri Madho Singh, Tehsil Education Officer, Hiranagar.
3. Smt. R. P. Sharma, Inspectress of Schools, Jammu Division.

Panjab.

1. Shri K. L. Bahl, District Inspector of Schools, Karnal.
2. Shri D. D. Loomba, District Inspector of Schools, Sangrur.
3. Shri Jagdish Raj, Assistant Director of Public Instruction, Punjab, Simla.
4. Mrs. P. Paul, District Inspectress of Schools, Gurgaon.
5. Mrs. N. Ambar, District Inspectress of Schools, Gurdaspur.
6. Mrs. S. Seoni, Divisional Inspectress of Schools, Bhatinda Division, Sangrur.
7. Smt. K. Sehgal, District Inspectress of Schools, Jullundur.

8. Shri Suraj Bal, District Inspector of Schools, Rohtak.
9. Mrs. H. Rongura, District Inspectress of Schools, Hoshiarpur.
10. Mrs. Hardip Tiwana, District Inspectress of Schools, Ludhiana.
11. Miss. H. K. Monga, District Inspectress of Schools, Dharmasala (Kangra).
12. Mrs. G. Passy, District Inspectress of Schools, Rohtak.
13. Shri Prem Sagar Kher, District Inspector of Schools, Hoshiarpur.
14. Shri Kesho Lal, District Inspector of Schools, Kapurthala.
15. Shri Des Raj Jain, District Inspector of Schools, Jullundur.
16. Shri L. D. Gupta, District Inspector of Schools, Patiala.
17. Shri Harnam Singh, District Inspector of Schools, Ludhiana.
18. Shri H. R. Malik, District Inspector of Schools, Ambala.
19. Shri V. S. Mathur, Principal, Government Post-Graduate Basic Training College, Chandigarh.

Regional Seminar on Basic Education held at Puri from 24th June to 30th June, 1958

List of Participants

1. Prof. B. C. Das, Director of Public Instruction, Orissa,—Director of the Seminar.
2. Shri Dwarika Singh, Secretary, Basic Education Board, Bihar,—Joint Director of the Seminar.
3. Shri L. P. Kadam, National Institute of Basic Education, Government of India.—Observer.
4. Shri J. C. Bose, Assistant Educational Adviser, Government of India.—Observer.
5. Shri S. L. Gajwani, Technical Assistant, Government of India.—Observer.
6. Shri S. Nath, Principal, Basic Training College, Angul,—Observer.
7. Shri Mohit Kumar Sen Gupta, District Inspector of Schools, Calcutta.
8. Shri Sudhir Kumar Chatterjee, District Inspector of Schools, Nadia, (West Bengal).
9. Shri D. Misra, District Inspector of Schools, Koraput.
10. Shri D. Rout, District Inspector of Schools, Balasore.
11. Shri H. N. Gohain, District Inspector of Schools, Tezpur, Assam.
12. Shri S. M. Nath, District Inspector of Schools, Maugaldai, Assam.
13. Shri P. C. Dutta, Deputy Inspector of Schools, U.M. & N. C. Hills, Diphu, Assam.
14. Shri B. Patnaik, District Inspector of Schools, Keonjhar.
15. Shri Ramakanta Misra, Assistant Director of Primary Education, Bihar.

16. Shri S. N. Pandey, District Inspector of Schools, Gaya (Bihar).
17. Shri H. N. Chaudhury, Inspector of Schools, Tirhut Division, Muzaffarpur, Bihar.
18. Shri S. M. Padhi, District Inspector of Schools, Kalahandi.
19. Shri H. M. Talukdar, District Inspector of Schools, Gauhati, Assam.
20. Shri Y. Ali, Deputy Inspector of Schools, Dhubri, Assam.
21. Shri N. Nanda, District Inspector of Schools, Cuttack (Orissa).
22. Shri B. B. Singh, B.D. Education Officer, Bihar.
23. Shri S. C. Ray, District Inspector of Schools, Burdwan (W.B.).
24. Dr. G S. Mahanty, Inspector of Schools, Northern Circle, Balasore (Orissa).
25. Shri P. C. Bhattacharya, District Inspector of Schools, Jalpaiguri (W.B.).
26. Shri C. K. Mohant, Assistant Inspector of Schools, Uttar Assam Circle, Jorhat.
27. Shri S. A. Wahid, District Inspector of Schools, Dhenkanal, (Orissa).
28. Shri B. C. Mahanti, District Inspector of Schools, Sundargarh, (Orissa).
29. Shri D. K. Deoui, District Inspector of Schools, Dibrugarh, Assam.
30. Shri L. M. Singh, Principal Officer, Education, Manipur.
31. Shri Ambika Chaudhury, District Inspector of Schools, Jorhat, Assam.
32. Shri Phanibhushan Deb, Deputy Inspector of Schools, Karimganj, Assam.
33. Shri Debendranath Bhattacharya, Assistant Inspector of Schools, Canhat, Tezpur, Assam.
34. Shri Ramswami Senapati, Inspector of Schools, Central Circle, Cuttack (Orissa).
35. Shri S. Chatterji, District Inspector of Schools, Bankura, (West Bengal).
36. Lal Chungnunga, District Inspector of Schools, Aijal, Assam.
37. Shri Nirode Chandra Dhole, I.O.S., T.T.C., Agartala (Tripura).
38. Shri M. S. Misra, District Inspector of Schools, Ganjam Agency, Berhampur (Orissa).
39. Shri J. Mahapatra, District Inspector of Schools, Puri.
40. Shri R. K. Misra, District Inspector of Schools, Sambalpur.

*Western Region Seminars on Basic Education held at Bhopal from
10th July to 16th July, 1958*

List of Delegates and other Representatives

1. Kumari S. Panandikar, Jt. Director of Education Bombay State—Director of the Seminar.
2. Shri Amarnath Kaul Adalati, Principal Government Basic Teachers' Training College, Tigamgarh (M.P.)—Jt. Director of the Seminar.

Bombay

3. Dr. D. V. Chickermane, Deputy Director of Public Instruction, Poona.

4. Shri L. B. Chaudhari, Deputy Education Inspector, Dhulia.

5. Shri P. M. Joshi, Educational Inspector, Surat.

6. Shri B. R. Patil, Educational Inspector, North Satara.

7. Shri V. G. Bawadhane, Deputy Educational Inspector, Ahmednagar.

8. Kumari H. M. Desai, Education Inspector, Banaskantha.

9. Shri Y. R. Desai, Educational Inspector, Baroda.

10. Shri N. B. Dave, Educational Inspector, Zalawad, Surendranagar.

11. Shri D. A. Trivedi, Administrative Officer, District School Board, Gohilwad, Bhawanagar.

12. Smt. M. Ranade, Inspectress of Girls' Schools, Nagpur.

13. Shri S. N. Ranadive, District Inspector of Schools, Chanda.

14. Shri S. N. Yadwadkar, District Inspector of Schools, Akola.

15. Shri K. D. Mahagaonkar, District Inspector of Schools, Buldhana.

16. Shri Janaradan Rao Maghe, District Inspector of Schools, Aurangabad.

17. Smt. Shanta Prakash, Assistant Inspectress of Girls' Schools, Aurangabad.

18. Shri V. D. Kamtikar, District Inspector of Schools, Nanded.

Madhya Pradesh

19. Shri R. M. Mishra, Deputy Director of Public Instruction, Bhopal Region (M.P.).

20. Shri P. K. Shrivastava, Deputy Director of Education, Gwalior.

21. Shri S. P. Shrivastava, Assistant Director of Public Instruction, Rewa.

22. Shri K. R. Sthapak, Divisional Superintendent of Education, Jabalpur.

23. Shri G. K. Shingwekar, Divisional Superintendent of Education, Raipur.

24. Kumari S. Raje, Inspectress of Schools, Raipur Circle, Raipur.

25. Shri J. S. Mishra, Divisional Superintendent of Education, Bilaspur.

26. Shri S. K. Shrivastava, Inspector of Schools, Indore.

27. Shri N. P. Pathak, District Inspector of Schools, Raigarh.

28. Shrimati S. S. Chauhan, Inspectress of Schools, Gwalior Region, Gwalior.

29. Shrimati Leelavati Vyas, Inspectress of Schools, Indore.

30. Shri Basant Lal Shrivastava, District Inspector of Schools, Satna.

31. Shri J. R. Shrivastava, District Inspector of Schools, (East) Bhopal.

32. Shrimati Laxmi Iyengar, District Inspectress of Schools, Hoshangabad.

33. Shri Govindrao, District Inspector of Schools, Chhattarpur.

34. Shri B. L. Goel, District Inspector of Schools, Raipur.

35. Shri L. R. Sarvate, District Inspector of Schools, Jabalpur.

36. Shri J. D. Vaish, Deputy Director of Education, Kota.

37. Shri B. P. Sharma, Inspector of Schools, Kota.

38. Shri Ratan Chand Mathur, Inspector of Schools, Alwar.

39. Shri A. S. Dave, Inspector of Schools, Jaipur West.

40. Shri D. C. Chaturvedi, Inspector of Schools, Jhalawar.

41. Shri Hari Har Lal Gupta, Inspector of Schools, Bharatpur.

42. Shri H. K. Roy, Inspector of Schools, Jodhpur.

43. Shri M. C. Bhattacharya, Inspector of Schools, Churu.

44. Shri Ahmad Ali, Inspector of Schools, Tonk.

45. Shri Bashiruddin, Kureshi, Inspector of Schools, Banswara.

46. Mrs. S. Balani, Deputy Inspectress of Girls' Schools, Jodhpur.

Representatives of the Public Schools Conference

47. Shri O. O. Malhotra, The Doon School, Dehra Dun.

48. Dr. O. K. Chopra, Birla Vidya Mandir, Naini Tal.

Representatives of the Inter-State Board of Anglo-Indian Education.

49. Shri K. C. Watsa, Principal, St. Mary's Training College, Poona 1.

Representatives of the Ministry of Education.

50. Shri P. C. Sharma, Assistant Educational Adviser, Government of India, Ministry of Education.

51. Shri G. D. Nagar, National Institute of Basic Education.

APPENDIX II

Extracts from a D.O. letter from Dr. P. D. Shukla, Deputy Educational Adviser, Union Ministry of Education to the Delegates of the Regional Seminars.

Dear Delegate,

I am very glad to learn that you have been deputed to attend this regional seminar on the orientation of Elementary schools towards the Basic pattern to be held at from to 1958. I would have been very keen to meet you personally, but my pre-occupation here would not let me have that privilege. The loss in this is entirely mine.

* * * *

Experience has shown that Basic education, which is quality education and as such the accepted pattern of school education for this country, should not be allowed to grow in isolation and completely cut away from non-Basic schools. The Assessment Committee also recommended that it is not enough to develop individual Basic schools as excellent Basic schools and thus create pockets of Basic schools in the ocean of non-Basic schools. One of their main findings was that nothing retards the development of Basic education more than the simultaneous existence of Basic and non-Basic institutions. This has even led to certain misunderstandings and doubts in the minds of the public against the system of Basic education. Further, in a Democracy it is not correct to preserve some of the best things only for the benefit of a selected few so, the good features of the Basic system of education must be made available to all the children of the nation whether in Basic schools or non-Basic schools. It has accordingly been decided as a National programme during the next few years to introduce all the essential and relatively easier and inexpensive features of Basic education in all the Elementary schools of the country. Introduction of these activities would, of course, not convert the schools into Basic, but would definitely orient them towards that pattern and facilitate their ultimate conversion into Basic.

How can the above be done? This depends entirely on our teachers, the Headmasters, and the Inspectors. It is, therefore, proposed to approach all the Elementary school teachers quickly with the programme and orient them towards it through a network of seminars on the subject at various levels all over the country. The Central Ministry of Education has taken the responsibility for four seminars at Regional level. The present is the fourth of its kind. Three other seminars in three other regions of the country were also organised by the Government of India recently. It is hoped that the

State Governments would follow these Regional seminars by themselves organising similar seminars at the regional or district level within their States so as to bring in the programme all the Elementary school teachers in as short a time as possible. You would, of course, constitute the Liaison between those seminars and the regional seminars at the National level, so that the conclusions of such National seminars could reach every Elementary school teacher in the country and thus help him in introducing the programme in his or her school. The Central Ministry of Education has already taken up this issue with the State Governments wherever it is considered necessary.

On the request of the Ministry of Education, Shri G. Ramchandran, who was also the Chairman of the Assessment Committee on Basic Education, very kindly wrote a booklet entitled "Orienting Primary Schools towards the Basic Pattern". This was published by the Central Ministry of Education last year. This has since been followed by another booklet for the same purpose by the National Institute of Basic Education. The latter is entitled "Basic Activities for Non-Basic Schools". These could conveniently form the basis of discussion of the present seminar. I hope you have received copies of both these pamphlets.

Of course, you have full freedom of discussing in the seminar whatever you think best on the subject under the general leadership of the Director and the Joint Director of the seminar. I would, however, emphasize only two points in this connection. Firstly, you have to see how this programme of orienting the Primary schools towards the Basic pattern could be made so simple and practical at the level of teachers that every teacher can implement the same in his or her own school. *What* is to be done is known, but *how* to do it is the problem. Unless this is done and is brought to the level of the concerned teachers (and the level of our Elementary schools is well known and cannot be raised immediately), all our ideas at high level, which are all very sound and good, would not be implemented and would remain only on paper. Secondly, the funds available for education, at the moment, are too meagre and, unfortunately, the position is not going to improve substantially during the next few years. Whatever, is, and would be available, would be hardly sufficient to meet the requirements of expanding educational facilities and reaching the same to every door in the country. Accordingly, if we really mean business, we should make such recommendations which would not involve much finance and which could be conveniently carried out by only the resources of the teachers, the school, and the community. The latter, of course, are in abundance only if we learnt how to generate and utilise them.

At the end, I would like to send my best wishes for your deliberations in the seminar and would be looking forward with keen interest to receiving your valuable report. The same would be sent to your State Governments and others who are to benefit from the same.

APPENDIX III

Hints for the Organisers of the Orientations Seminars

(Seminar Organizers should use such of the hints as they find suitable in their particular case).

Ascertain the interests of the participants before the Seminar or group meeting.

Assign roles, including cultural programmes, receptions, physical arrangements etc., according to interests.

Find out interesting personal anecdotes and introduce persons to the group using the personal anecdotes as strong points for appreciation.

Create atmosphere of informality, equality and freedom unfettered with considerations of difference of status, pay etc.

Make seating arrangements, preferably in circles around a common table without seats of distinction.

Show regard for personal feelings and courtesy in question in replying and other conversation. Use cultural programmes, outings and excursions both for educative value and for encouraging familiarity and group-feeling.

Provide physical comforts, cafeteria, recreation rooms, common rooms etc., so that the the participants feel welcome and at ease.

Provide material for cultural programmes.

Provide reference books, magazines, journals, etc., classified according to topics and aspects under discussion.

Provide clerical assistance for typing, duplicating, and adequate stationery.

Encourage leadership qualities in others by recognizing merit and special contributions.

Treat conclusions as tentative and open no further investigation.

Accept questions and clarification in the spirit of research looking for newer facets.

Invite Public Relations Officers and Reporters.

If groups are large, use more than one recorder and let them compare notes.

Invite all members to contribute to the discussion.

Direct discussion to all members thus preventing monopolization, digression and stagnation.

Do not contradict or refute directly, avoid hostility.

Summarize now and then to guide further discussion.

Provide information and views not yet covered by the group but necessary for the proper development of the topic; however, avoid dogmatism and do not assume airs.

Watch if desirable change in attitudes is being achieved.

Use popular figures to tackle a person who remains aloof.

Co-ordinate your own evaluation of your success with the evaluation made by others on your achievement.

APPENDIX V

CUMULATIVE RECORD CARD

1. General Particulars

1. Name.....
2. Father's name.....
3. Guardian's name.....
4. Place and date of birth.....
5. Father's/Guardian's/Mother's/profession.....
6. No. of living brothers & sisters with their ages.....
7. Date of joining the school.....
6. No. of living brothers & sisters with their ages.....

2. Scholastic Attainments

GRADE I

Subject	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Remarks-
1. Spinning and Weaving													
2. Agriculture/ gardening													
3.													
4.													
5. Mother-tongue													
6. Mathematics													
7. Social-Studies													
8. General Science													
9. Art													
10.													
11.													
12. Attendance													

NOTE.—*Similar tables may be maintained for each grade.

3. Health Record

Grade I	Grade II	Grade III	Grade IV	Grade V	Remarks
1. Weight					
2. Height					
3. Chest					
Exhale					
Inhale					
4. Personal cleanliness & general conditions of					
(a) eyes					
(b) ears					
(c) nose					
(d) teeth					
(e) throat					

4. Co-curricular Activities

Grade I	Grade II	Grade III	Grade IV	Grade V	Remarks
1. Games & Sports					
2. Mass P. T.					
3. Cubbing					
4. Bulbul					
5. Bal-Sabha					
6. Junior Red Cross					
7.					
8.					
9.					
10.					

5. Certain Personality Traits

Grade I	Grade II	Grade III	Grade IV	Grade V	Remarks
1. Intelligence					
2. Leadership					
3. Co-operation					
4. Self-reliance					
5. Punctuality					
6. Emotional stability					
7.					
8.					
9.					
Class-teacher's signature:.....					
Headmaster's signature:.....					
Parent's signature:.....					

APPENDIX VI

Proforma for carrying out preliminary survey of Elementary Schools before the introduction of the Orientation Programme

1. Accommodation

- (a) Own/rented/rent free.
- (b) Pucca/tiled/thatched.
- (c) School places available.
- (d) Suitability.
- (e) Sanitary facilities available.

2. Land

- (a) Extent for play and for gardening.
- (b) Water facilities.
- (c) Whether fenced.

3. Equipment

- (a) Teaching aids.
- (b) Craft implements and raw materials.
- (c) Garden implements.
- (d) Play materials.
- (e) Citizenship equipment.
- (f) Recreational equipment.
- (g) Saphai materials.
- (h) Furniture.
- (i) Library.

4. Staff

- (a) Number of teachers under each category (men and women).
- (b) Number of teachers trained in Basic Education.
- (c) Special talents available in the staff.
- (d) Do they reside in the school village.
- (e) Their relationship with the village.

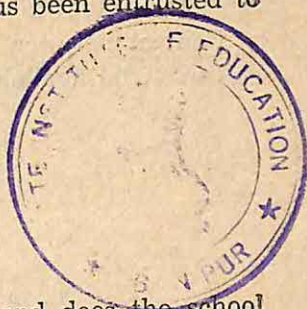
5. Craft work

- (a) Names of crafts already adopted.
- (b) Facilities for raw materials.
- (c) Present rate of production (quantity and value).
- (d) Disposal of craft produce.
- (e) Local crafts in the village, raw materials, craftsmanship.
- (f) Possibilities of further improvement of the existing crafts and the scope for introducing more productive crafts.

6. Organisation of the school

(i) Pupil Self Government

- (a) Is a School Parliament functioning.
- (b) Do pupil-ministers maintain records and submit monthly reports to the general assembly.
- (c) What aspects of school work have thus been entrusted to pupil leaders.
 - (i) Saphai and health.
 - (ii) Water supply.
 - (iii) Class management.
 - (iv) Craft work.
 - (v) Gardening.
 - (vi) Cultural activities.
 - (vii) School meal programme.
- (d) Is flag hoisting conducted regularly and does the school community render the National Anthem correctly? Orderly marching and smart movement.



(ii) School meal programme

- (a) Is there a Committee?
- (b) What are its resources?
- (c) How many pupils are fed?
- (d) Arrangements for the preparation and serving of food.

(iii) Habits and attitudes developed.

- (a) Do pupils maintain daily diaries and if so in what classes
- (b) Regularity of attendance and punctuality.
- (c) Queue system.
- (d) Care of property.
- (e) Regular use of urinals and latrines.
- (f) Group work and leadership.

(iv) Cultural activities.

- (a) Morning assembly.
- (b) Bhajans.
- (c) News bulletin.
- (d) Literary Association.
- (e) School magazine.
- (f) Entertainments including folk music, folk dance and group singing.
- (g) Celebration of festivals and national days.
- (h) Play festivals.
- (i) Excursions, field trips and other educational visitings.
- (j) Social Service.
- (k) Exhibitions and Museum—maintenance of weather chart, weight and height charts etc.

(l) Simple home decoration.

(m) Albums.

(v) Study of the locality and maintenance of log books.

(a) Natural environment.

(b) Social environment.

(c) Extent to which this study has been utilised for instruction.

Contact between school and village and local resources of men and material available.

APPENDIX VII

Proforma to be filled in by immediate inspecting officers (once in a year)

1. Whether the Safai Programme has been carried out regularly?
2. Whether the open drains, if any, have been properly looked after?
3. Are trench latrines and urinals maintained hygienically?
4. Did you observe the pupils neat and clean?
5. Is regularity in attendance satisfactory?
6. Are the pupils courteous?
7. Are they cooperative?
8. Are they industrious?
9. Is there a Pupil Self-Government formed?
(Bal Sabha).
10. Are the meetings of the Bal Sabha regularly held and minutes recorded?
11. Are the following activities entrusted to Bal Sabha?
 - (a) Sports and Games.
 - (b) Class Room decoration.
 - (c) Maintenance of garden.
 - (d) Celebration of festivals & National days.
12. How many excursions and visits are arranged during the year?
13. Whether the Pupils have been trained in cooperative habits?
13. Whether the Pupils have been trained in cooperative habits?
14. Whether the Parents' day has been arranged?
15. Whether the Craft record maintained?
(as prescribed by the craft committee).

Note.—The above proforma may be a part of Annual Inspection report.

The following proforma should be filled in by the Subordinate Inspecting Officer for the statistical information to the District Inspector.

1. No. of schools in the area.
2. No. of Basic Schools.
3. No. of Oriental Schools.
4. No. of Basic Trained teachers.
5. No. of teachers who are oriented, through seminar and training camps.
6. Position of craft in school. (According to the proforma supplied).
7. Remarks.

The District Inspector will consolidate the statistical data received from his beats in the above proforma and submit them to the Director.

